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ABSTRACT

"Catalyst" is a publication designed to assist higher education in developing alcohol and other drug prevention polices and programs that will foster students' academic and social development and promote campus and community safety. Issue 1 of volume 6 introduces a series of "Presidential Profiles" in which university presidents describe their efforts to advance alcohol and other drug prevention efforts on their campuses and surrounding communities. In this issue, the profile is of Karen W. Morse, president of Western Washington University. Also in this issue are: (1) "Sexual Harassment Case Law Update: Implications for College Campuses" (Joel C. Epstein); (2) "Illegal Drugs on Campus"; (3) "Research on Women's Drinking" (H. Wesley Perkins); (4) "The Future of Prevention on College Campuses: Message from the Director" (William Dejong); and (5) "Network of Colleges and Universities." Issue 3 of volume 6 contains: (6) "Campuses and the Club Drug Ecstasy" (Amy Powell); (7) "Understanding the Jeanne Clery Disclosure Act" (Joel C. Epstein); (8) "What's Up with the Grantees?"; (9) "David P. Roselle, the University of Delaware" (Presidential Profiles"; (10) "Reflections on Social Norms Marketing" (William Dejong); (11) "Network Outstanding Service and Visionary Awards, 2000"; and (12) "Regional Environmental Management Think Tanks in Pennsylvania." (SLD)

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CATALYST

A Publication of the Higher Education Center for Alcohol and Other Drug Prevention
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PRESIDENTIAL PROFILES

Karen W. Morse
Western Washington University

by Catherine Meikle Potts

"Presidential Profiles" is a new series from the Higher Education Center in which college and university presidents describe their efforts to advance alcohol and other drug prevention efforts on their campuses and in surrounding communities.

In the first of the series, Karen W. Morse, Ph.D., president of Western Washington University since 1993, comments on her role as a university president in prevention efforts. Morse served as chair of the Council of Presidents in Washington State in 1995–96. In 1997, she received the Francis P. Garvan–John M. Olin Award, one of the American Chemical Society's highest honors, which recognizes distinguished career contributions to chemistry by women chemists.

Q: Many believe that it is very important for college and university presidents to take a visible stand on dangerous drinking and other drug use, yet few presidents are outspoken on this issue. What made you decide to get involved?

A: A number of years ago, Pat Fabiano, our campus prevention coordinator, gave me some data from our assessment office showing that students who didn't successfully complete four years at Western reported more problems with alcohol and other drug use than students who did succeed. As a university president, my goal is to provide the very best educational opportunity and environment for success for students to finish a degree. In addition, national data as well as our own data showed that students' grade point averages were lower the greater the average number of drinks the students had in a week. The data also showed that they missed classes and that drinking interfered with completing homework or studying for a test—all of which relate to academic success.

Of course, I was also concerned about the social consequences of drinking, such as relationship problems and unwanted sexual activity. These concerns and the adverse academic consequences really stimulated me to support our efforts here at Western to impact students' drinking behavior.

I must add that we're not teaching abstinence. We're teaching responsible drinking. I had newspaper reporters asking: "Why don't you just tell them no, don't do it?" The "Just Say No" approach. One kept asking me that. Finally I looked at him and said, "Do you have any teenage children?" He said: "Well, I have a daughter who is 12." And I said: "Why don't you call me in about six years? And then you can ask yourself that question."

You can't just tell these young people no. You can't corral them or follow them around. They have to make decisions in their own lives—decisions that will affect what they're doing now and what they will do and be in the future. We're simply trying to help them make a decision that will be the best for them and their success here and their success once they leave here. This issue is just something that I think educators should be involved with because it affects the people for whom they're responsible.

Q: What have been some of the alcohol and other drug prevention efforts at Western Washington University?

A: I've been very lucky as a president because I have individuals like Pat Fabiano and the people in our assessment office at Western who have assisted in our prevention efforts. We take the attitude that one approach is not going to work for everybody. One size doesn't fit all, so we've tailored programs for three different populations of our students.

One group is the students who don't drink at all. We offer substance-free housing and activities and try to normalize their behavior by talking about the large number of substance-free students we have on campus. Our efforts allow them to build their own groups on campus and meet people who interact with them and say, "It's okay not to drink."

The second group is the high-risk drinkers. We offer them an alcohol intervention called risk reduction—a program that has proven to be very, very successful.

We also have a social norms program for the third group, the moderate drinkers, which has been successful in changing perceptions of their fellow students' drinking behavior.

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College Presidential Leadership

In 1997, the Higher Education Center for Alcohol and Other Drug Prevention formed the Presidents Leadership Group to help convince college presidents to make prevention a priority and to approach this problem by working in collaboration with community prevention groups, local elected officials, police, and alcohol retailers.

The Presidents Leadership Group offered its fellow presidents the following recommendations in its report *Be Vocal, Be Visible, Be Visionary:*

- **Be Vocal.** College presidents should openly and publicly acknowledge that alcohol and other drug abuse problems exist and then reach out to campus, community, and state-level groups to develop and implement a comprehensive strategy for prevention.
- **Be Visible.** College presidents should take an active stand on alcohol and other drug issues, convey clear expectations and standards, and serve as a role model to other senior administrators, faculty, and students.
- **Be Visionary.** College presidents should make alcohol and other drug abuse prevention a priority in their strategic plan for the school.

Be Vocal, Be Visible, Be Visionary is available free online on the Higher Education Center's Web site at www.edc.org/hec/ or by calling (800) 676-1730.

Also available from the Center is the group's 21-minute video, "A Report from the Field by the Presidents Leadership Group," which shows how college officials can take a leadership role in combatting alcohol and other drug problems. (The video costs $29.95; please enclose a check or money order payable to EDC, Inc. Mail to: The Higher Education Center/EDC, 55 Chapel Street, Newton, MA 02458-1060.)

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Presidential Profiles

Students come to college with the idea that everybody drinks and that it's really a neat thing to get drunk on weekends or even during the week. We have programs at Western to show how many students don't drink at all, and for those who do choose to drink, what the actual norm is for the average number of drinks students consume. This approach has really moved our moderate drinkers to be more responsible in their consumption of alcohol.

Q: What do you think are some of the most persistent barriers to preventing alcohol- and other drug-related problems on campus?

A: A number of things are problematic. One is that we have 18- to 22-year-old students who have the perception that it's just the thing to do. Because they are young, peer pressure is still a very strong influence on their behavior. And there are these persistent misperceptions by students that alcohol abuse is the norm. A more widespread barrier is that alcohol and drug abuse is a problem throughout our society. College campuses are not immune. We're not a community unto ourselves. At Western, our almost 12,000 students bring with them the whole spectrum of society's problems.

One of the barriers that campuses need to work more on is getting faculty and staff members to realize the extent of damage that alcohol and other drugs can do to student life and academic performance. By and large, for faculty and staff, these problems weren't severe when they themselves were students. But college students today seem to be experiencing many more negative consequences as a result of alcohol abuse.

For presidents, the barriers to prevention could come from pressure by alumni groups or a campus athletics environment that is conducive to fans partaking of alcohol more heavily than is reasonable and safe. So, some barriers are more general and others are unique to certain campuses.

Q: What roles do students play in prevention?

A: More than 200 students are involved in a program called Lifestyle Advisors. These students act as health opinion leaders. I talk to these advisors about the importance of the program. These students are not teetotalers, although I'm sure that some are. They can be responsible drinkers or students who have experienced problems. But since their environment is one in which alcohol is being consumed, they can ask key questions about that use.

For example, they publicize accurate information to help correct misperceptions of alcohol use on campus in party situations and social gatherings. They appoint themselves as designated drivers. They make sure people eat food at parties. They know what to do in case of an alcohol-related emergency. They're simply well-informed students who are not afraid to intervene.

This program seems to be successful and continues to grow. We assess our program yearly to see what kind of effect it has had on students. Over a three-year period, we have had changes, particularly in two categories.

The first change is an increase in perceptual accuracy. We asked students, "How often do you think that students drink?" In 1995, 89 percent said they thought students drank once a week or more. That dropped to 49.5 percent in 1998. That's a remarkable change in students' perceptions of drinking behavior. We think and hope that this knowledge also results in students examining their own behavior and saying, "You know, maybe I don't have to do this."

The second area is reduced high-risk drinking. In 1995, the high-risk drinking rate was 34 percent. That rate dropped to 27 percent in 1998. We feel that although we still have a problem, we have made an impact.

Q: What other environmentally focused strategies are you using to reduce the problem of students' high-risk drinking?

A: We have revised our alcohol and other drug policy and are making it much more visible this year. We did that through a review by as many groups as we could on campus. We have published it in our faculty and staff newsletter. We've talked about the results of the studies.

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Sexual Harassment Case Law Update
Implications for College Campuses

by Joel C. Epstein

In *Davis v. Monroe County Board of Education*, the U.S. Supreme Court decided an important case about sexual harassment by one student against another. In May 1999, the nation's highest court ruled 5-4 that schools and colleges that receive federal funds may be liable for monetary damages under Title IX if students are victims of "severe, pervasive, and objectively offensive" harassment that interferes substantially with their education and that officials knew about and had the authority to stop but did not.

The Court's decision confirmed the position of the Department of Education's Office for Civil Rights (OCR) that a school's failure to appropriately respond to student-on-student harassment of which it is aware is a violation of Title IX. Title IX bars sex discrimination at educational institutions that receive federal financial assistance.

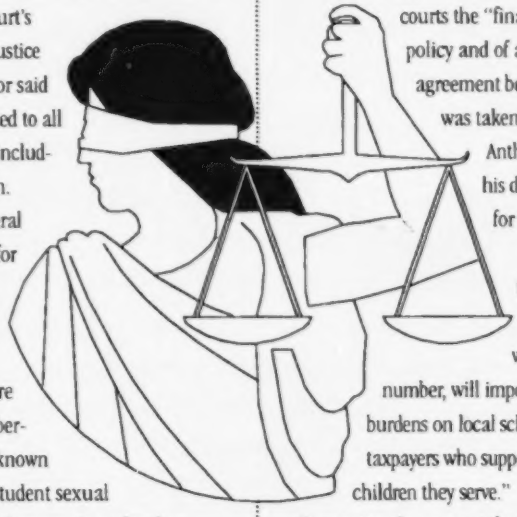
The Court's ruling indicates that schools have a responsibility to provide an environment where such harassment is not tolerated.

Davis involved a fifth-grader at a Georgia elementary school who was harassed and sexually abused by a male classmate over a five-month period during the 1992–93 school year. The girl's mother sued the school board and its officials, who she said were notified about each incident but did not take sufficient action to stop the harassment. The boy involved pleaded guilty to sexual battery after the mother brought the case to the attention of the county sheriff.

In its ruling, the Supreme Court reversed a 1998 ruling by the U.S. Court of Appeals for the 11th Circuit that the federal sex discrimination law, Title IX of the Education Amendments of 1972, does not apply to student-on-student harassment.

The *Davis* case makes clear that institutions can be required to pay damages under Title IX of the Education Amendments of 1972, which prohibits sex discrimination in federally supported education, if they turn their backs when students harass one another sexually. Advocates for sexual harassment victims see the *Davis* ruling extending the Court's thinking in *Franklin v. Gwinnett County Public Schools*, a 1992 case in which the Court held that monetary damages for sexual harassment were available under Title IX.

While the Court in *Franklin* made clear that damages were available under Title IX, some lower courts concluded that the decision did not apply to cases of student-on-student harassment because *Franklin* involved a teacher's harassment of a student. The *Davis* decision clarifies for the lower courts that monetary damages may also be available in cases of student-on-student sexual harassment.



Writing for the Court's majority in *Davis*, Justice Sandra Day O'Connor said that the ruling applied to all levels of education, including higher education.

"Recipients of federal funds may be liable for monetary damages for 'subject[ing]' their students to discrimination where the recipient is deliberately indifferent to known acts of student-on-student sexual harassment and the harasser is under the school's disciplinary authority," she said.

But Justice O'Connor's opinion also presented what she called "flexible" guidelines for schools and colleges to follow: "A university might not, for example, be expected to exercise the same degree of control over its students that a grade school would enjoy."

Justice O'Connor also noted that the behavior for which school and college officials could be held liable for monetary damages must "be serious enough to have the systemic effect of denying the victim equal access to an educational program or activity."

According to Verna L. Williams, vice president and director of educational opportunities at the National Women's Law Center, the decision makes clear that college officials may not look the other way when presented with allegations of student-on-student sexual harassment. In an interview in *The Chronicle of Higher Education* following the May 24 Court decision, Williams, who argued before the Court for such an interpretation, said: "This sets the record straight, once and for all, that institutions do have an obligation to respond to students' complaints."

The view that the *Davis* case might open the floodgates by making the federal courts the "final arbiters of school policy and of almost every disagreement between students," was taken up by Justice Anthony M. Kennedy in his dissenting opinion for the Court's minority. "We can be assured that like suits will follow—suits, which in cost and number, will impose serious financial burdens on local school districts, the taxpayers who support them, and the children they serve."

Countering the concern that *Davis* opens the door to trivial suits, the Court's majority ruled that only misconduct that is so severe, pervasive, and objectively offensive that it undermines a student's educational experience violates Title IX.

Teasing and bullying, for example, would not meet that threshold.

Whatever the actual impact on litigation, according to sexual harassment litigation expert Phillip J. Trobaugh, Esq., of the Minneapolis law firm of Mansfield, Tanick & Cohen, the decision will probably force colleges to undertake broad-ranging investigations of sexual harassment allegations to respond to students' complaints and to protect themselves from liability. Others predict that the decision will lead colleges and universities to settle,

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Sexual Harassment Case Law Update

rather than litigate, more lawsuits brought against schools by students alleging sexual harassment.

According to Robert Bickel, an expert in college and university law and a professor at the Stetson University College of Law, the issue presented by the Supreme Court in *Davis*—of whether an institution was "deliberately indifferent" or "unreasonable given the known circumstances"—will be central to the litigation of sexual harassment cases. As a result, Bickel advises schools to think through how they would respond to allegations of harassment before they receive a complaint.

Institutions must take steps to address the needs of students who have been harassed.

In a similar vein, in a June 1999 opinion piece in *The Chronicle of Higher Education*, Verna Williams of the National Women's Law Center calls the Davis case "a wake-up call to the nation's educational institutions—elementary, secondary, and postsecondary alike—to make sure that they take seriously complaints about a student's sexual harassment by a peer."

And regardless of actual litigation for monetary damages, OCR requires schools to immediately and appropriately respond to student-on-student harassment as a condition of their receipt of federal financial assistance. Secretary Riley made clear in a January 28, 1999, letter to college and university presidents that these obligations have not been changed or diminished by the Court's decision in *Gebser v. Lago Vista*—a decision that preceded *Davis*, in which the Court first announced the standards that apply to Title IX sexual harassment claims for monetary damages.

What can college and university administrators do to ensure that invidious sexual harassment not take place on their campus? For starters, administrators should follow the requirements of Title IX set out by OCR, which issued policy guidance on sexual harassment in March 1997. A copy of the guidance can be found on OCR's Web site at www.ed.gov/offices/OCR/ocrprod.html. These requirements apply to all recipients of federal funds:

- *Develop and put into effect a policy prohibiting sex discrimination.* A strong policy and effective procedures for reporting and investigating harassment are essential to preventing harassment and help ensure that a school's response will be appropriate when harassment occurs. Too often, such policies are hard to understand and little known. Colleges and universities should examine whether the policy is written in plain language, whether it is it available in languages other than English, and whether students even know that the policy exists. They should also examine whether their policies are effective. For example, do they help students to understand the meaning of sexual harassment and to understand the ways to report it?

- *Investigate complaints of harassment.* When a student files a formal complaint, officials should look into the allegations. Doing so is appropriate even when a student does not file a formal complaint, but informally tells an adviser that harassment has occurred. In such cases, investigations can help the institution uncover continuing problems such as repeat harassers. Institutions should investigate each complaint immediately to determine what happened and to identify the appropriate steps to resolve the situation. The particulars of each investigation will vary from case to case, but each investigation should be prompt, thorough, and fair to all parties involved (to protect the integrity of the institution's process).

- *If harassment is found to have occurred, take action to resolve the complaint.* Disciplinary action should match the severity of the conduct. For example, it may be appropriate to address less serious forms of harassment by warning and counseling the harasser. If harassment is found to be continuing, administrators should take steps to stop it immediately. The institution must take steps to address the needs of students who have been harassed, ensuring that they are not subjected to retaliation, and may need to take steps such as reimbursing them for counseling.

Finally, schools may want to examine their campus culture and undertake a comprehensive environmental approach to change the social atmosphere if it is found to be contributing to the problem.

Joel C. Epstein, J.D., an attorney, is director of special projects at the Higher Education Center for Alcohol and Other Drug Prevention.

The Role of Policy

A sound policy should explain clearly what type of conduct it prohibits, what complainants should do when they think they have been harassed, and what procedures the institution should follow when a complaint has been filed. If colleges and universities ensure that students, professors, and administrators all understand their rights and responsibilities, the institutions will be more likely to take the action needed to end harassment when it occurs.

—Verna L. Williams
Vice President and Director of Educational Opportunities
National Women's Law Center

Illegal Drugs on Campus

When a student at the Massachusetts Institute of Technology (MIT) died of a drug overdose last summer, police discovered that the dormitory room where his body was found was the center of a campus drug operation. The room contained stashes of LSD, marijuana, mushrooms, and amphetamines, along with a canister of nitrous oxide that the student had been inhaling in search of a high. The student's death serves as a reminder that alcohol is not the only drug problem on U.S. campuses.

Illegal drugs have circulated in the shadows on and around our campuses for many years, but only in the last two decades has the rise and fall in use been charted. The annual Monitoring the Future (MTF) studies by the University of Michigan's Institute for Social Research show that the use of illegal drugs by college students declined during the 1980s but began creeping up again after 1990. The use of illicit drugs—mainly marijuana—rose by nearly 5 percent among college students between 1991 and 1997, according to the MTF surveys. In 1997, one out of three students reported that he or she had smoked pot during the previous year, and about one out of five said he or she had done so in the previous 30 days.

"The people who are doing the most damage on campuses are the ones who are using marijuana and drinking, too."

A rising trend in drug use in campus populations also is reflected in the crime reports that colleges are required by federal law to disclose each year. The most recent reports, for 1997, show there were 7,897 arrests for drug violations at the 483 four-year colleges and universities that reported crime data. The 1997 increase represents a 7.6 percent rise over figures for 1996, while the 1996 totals were 5 percent higher than those for 1995.

Campus safety officials say the crime reports should be taken with a "grain of salt" as a measure of increasing drug use on and around a campus. The report results may reflect tougher enforcement policies and adjustments in reporting methods as much as an actual increase in use. According to an article published in the May 1999 issue of *The Chronicle of Higher Education*, the University of Oregon reported the largest increase in drug arrests in 1997—a jump from 21 in 1996 to 106 in 1997. The university explained, however, that until 1997 it had been classifying many citations of students for drug infractions as "violations" and not as arrests. When the university reclassified the violations as arrests in order to be consistent with reporting practices around the country, it experienced a big increase in its statistics.

The University of California at Berkeley reported 179 drug arrests in 1997, the largest number for any institution. Campus police told the *Chronicle* that in 1997 they stepped up patrols in the People's Park near the Berkeley campus, an area where drug dealing is commonplace. The 40 drug arrests in People's Park in 1997 went into the UC Berkeley crime statistics even though few of them involved Berkeley students, the police said.

Cheryl Presley, Ph.D., co-director of the Core Institute at Southern Illinois University, believes the campus surveys on alcohol and other drug use deserve a closer look than many colleges and universities are willing to give them. While it is obvious that high-risk drinking involves more students than smoking pot or using other illegal drugs, she thinks it is a mistake to focus on alcohol alone in campus prevention strategies. "The people who are doing the most damage on campuses are the ones who are using marijuana and drinking, too," she says.

While students who drink are 1.8 times more likely to experience physical violence than students who don't drink, students who drink and also use marijuana are 3.6 times more likely to experience violence, says Presley. Students who use additional drugs along with alcohol and marijuana are 4 times more likely as alcohol-only users to report injuries.

This pattern also prevails in cases of sexual violence. Students who use alcohol are 2.3 times more likely to report being a victim of unwanted sexual intercourse than those who neither drink nor use drugs. The risk is 4.7 times greater for those who use alcohol and marijuana, and 6.6 times greater for those who use alcohol, marijuana, and another drug.

There is a growing awareness in higher education of a nexus between alcohol and other drug use and campus athletics programs. Last year the Center on Addiction and Substance Abuse at Columbia University (CASA) set up a commission to explore the subject. Headed by the Rev. Edward A. Malloy, president of the University of Notre Dame, the National Commission on Substance Abuse and Sports has been inviting testimony from educators, coaches, students, and others and is expected to issue a report and recommendations by September 2000.

According to Joseph Califano, president of CASA, the commission will produce "the first comprehensive analysis of substance abuse and sports in America." The group is concerned with performance-enhancing drugs as well as alcohol, tobacco, and illegal drugs. "The star athlete has become the ultimate American hero, a role model for youth," says Califano. "When these men and women athletes abuse drugs and alcohol, they send a message to our kids that such behavior is acceptable, even admirable."

On the more distant horizon, there are signs that campus drug problems could become less pressing in the first decade of the new century. According to Monitoring the Future studies, drug use among teenagers may have peaked in 1996. Those entering college in the year 2000 and beyond may have different attitudes toward drugs than have their big brothers and sisters.

"We seem to be in the middle of a gradual turnaround in young people's use of illicit drugs, as well as alcohol," says Lloyd Johnston, Ph.D., director of the Monitoring the Future studies. "This turnaround may be due in part to more young people getting to observe adverse consequences of drug use firsthand as the number of users has risen. It may also be due, in part, to more attention being paid to the drug issue by a number of sectors of society, including community groups, parents, government, and the media. One also hears and sees fewer performers in the music industry singing the praises of drugs than was true in the early '90s, which also could make a real difference for teenagers."

Research on Women's Drinking

H. Wesley Perkins, Ph.D., is a professor of sociology at Hobart and William Smith Colleges in Geneva, New York. He has conducted extensive research over the last 15 years on alcohol and other drug problems among college students and young adults, with a focus on peer misperceptions of alcohol and other drug norms, proactive prevention strategies, gender-related aspects of drug use, and stress and drinking. In 1997, he received the faculty prize for outstanding service to the college community, which honored his work to reduce alcohol abuse among students. He also received the 1999 Network Outstanding Service Award (see page 9). Perkins has served on the Review Group for the U.S. Department of Education's Higher Education Center for Alcohol and Other Drug Prevention.

Q: Some say that as women gain equality with men, college women are starting to drink more like their male classmates. What have you found in your research on the drinking behavior of college students?

A: As a general proposition, that's not true. Women are not drinking more like men. In fact, there are only a few indicators for which we might make that argument. For example, the frequency of drinking by women has increased over time, so that women seem to be a little closer to men on measures such as how often they drink. But if we look at all the other kinds of measures—amounts they consume, high-risk, episodic drinking—or what has been called "binge drinking"—those measures do not show any closing of the gap between the drinking behavior of men and women.

Actually, the only major pattern of convergence we see between men and women is in illicit drug use—not because women are starting to use drugs more like men, but because drug use in general is decreasing. Because men were using more drugs to begin with, in an ironic way, men are becoming more like women in terms of drug use.

Q: Some critics of the marketing tactics of the alcohol beverage industry say that, in order to protect the market, it has aggressively targeted women. Do you think that marketing has had any influence on the drinking behavior of women?

A: It may play some role in the frequency with which women drink. But I think the main influence on that frequency is that it's becoming more socially acceptable for women to drink in public than it used to be. It has not, however, become more socially acceptable for women to drink heavily.

The differences in the drinking behavior of men and women have to do with negative consequences. Some people have said women are experiencing more negative consequences today from drinking than they used to. But based on available research, I suggest that's not the case. Rather, we are paying more attention to the kinds of consequences that women are more likely to experience.

Historically, we focused almost exclusively on the negative consequences of heavy alcohol consumption in public, which had to do with legal infractions and other things that, in general, involve men more than women. For the most part, society still allows men to act more deviantly in public than women. Therefore, men are much more likely to be involved in property damage, alcohol-impaired driving, and fights and altercations. They are more likely to hurt other people and so forth.

In terms of consequences to oneself, such as academic problems, women experience those more often than hurting others. As for the most personal kinds of problems, such as blackouts, memory loss, nausea, hangovers, vomiting, and thoughts about committing suicide, college women and men experience those equally. Nevertheless, there's no evidence to suggest that those problems have increased—we're just paying more attention to them.

Q: Do you believe that differences in drinking levels and the kinds of problems between women and men dictate the need for gender-specific prevention?

A: We need to pay attention to the biological differences. The traditional view is that people who drink at the same levels are likely to experience similar problems. But we've known for a long time that women become intoxicated after fewer drinks than men do.

This difference is due to three major reasons. First, women have a lower average body weight than men, so their blood-alcohol level per drink is higher. Second, the fat-to-water ratio for women is higher than it is for men, which means that alcohol concentrations in the water portion are going to be higher. People are less aware of the third difference, which is that women metabolize alcohol less efficiently than men do. They have less of the stomach enzyme that begins breaking down the alcohol before it reaches the liver. Taking those things together, on average it's much easier for a woman to get intoxicated by consuming the same number of drinks as her male companion. We need to take that difference into account in prevention, education, and measurements of risk levels.

We also need to pay attention to the different contexts in which women drink, especially if they drink

atterns: Q&A with Wes Perkins

heavily. A man who drinks heavily is almost always drinking with male peers. The motivation to drink heavily among college men is often a peer-bonding behavior influenced by a misperception that "that's what most males do." In fact, most college men do not drink heavily, but some men do follow that imaginary social norm to pursue their gender identity. Thus, he ends up drinking heavily with a small group of predominantly male heavy drinkers. On the down side, he has a lot of male friends egging him on. But he also has a number of male friends there to pick him up and, to some extent, protect him from walking out in front of a car or from falling down the stairs. At least his friends can get him to the hospital if need be. He is within a group that often will provide some kinds of protection for him, albeit weak ones.

A woman who drinks very heavily has a different set of choices. One is to drink alone, because it's still not socially acceptable for a woman to drink heavily. Drinking in private has its own set of risks. She could overdose, with no one there to take her to the hospital; she could also choke on her own vomit. These risks are to her own health. But if she opts to drink with a group, it's likely to be predominantly with heavily drinking males. When there are four men to just one of her, she risks acquaintance rape or unplanned sex. For her, the negative consequences of heavy drinking are much different from those for a man.

A woman who drinks very heavily has a different set of choices.

Q: Much of your research has focused on social norms and their impact on drinking behavior. Have you found any differential effect of social norms campaigns between men and women in terms of changes in drinking behavior?

A: Sometimes women may actually misperceive the norms more than men do for drinking in general. Clearly, the perception of women's drinking, by both men and women, is that women drink much less than men. But while the stereotype about men's drinking is more skewed and more misperceived than the stereotype of women's drinking, women are equally carriers of the misperception and pass it on in the campus community as much as men do.

Stress is one reason that many students drink. But they also say they drink for all kinds of other reasons. We have developed this notion that drinking to cope and drinking for stress are particularly dangerous, but so are social drinking, drinking to fulfill social pressure, participating in drinking games, and drinking to be like one of the crowd.

On the surface there's no reason to think that drinking to cope with stress is more dangerous than drinking for any other reason—students have all kinds of reasons for drinking. But I have found that women, from their early college years to their transition out of college, disproportionately report drinking to cope with stress. As for who experiences the negative consequences of drinking the most, for men it's not necessarily those who say they are drinking to cope with stress—it is more often those who drink for social reasons. Typically, the men who drink for social reasons experience the most negative consequences. However, college women who say they drink for stress-motivated reasons experience as many negative consequences as women who drink for other reasons. But as women transition out of college, those who drink to cope with stress experience even more negative consequences than do other women.

That's a pattern in men as well—drinking for stress-related reasons increasingly becomes the most problematic. But men start on that track later in life. Women get on the stress-coping drinking track earlier than men do and start experiencing the negative consequences of it earlier than men do.

Q: Given what we do know about these gender differences and drinking, what would be your best advice to a campus on how to respond to calls for taking gender differences into account in prevention?

A: We ought to take advantage of the larger academic community of the campus in terms of academic and cocurricular programs. Campuses are interested in gender now and have been increasingly so in recent years. Many programs involve a focus on gender, such as gender studies and faculty lectures and guest speakers on gender issues. Unfortunately, very little of that interest has been channeled so far into substance abuse. That is still seen as a male concern. Most of the focus has been on the areas of occupations, family, and children—all of which are important issues—or equity in other areas. But one of the fundamental issues with regard to substance use is the gender divide and how it's experienced. We need to motivate academic communities, deans, and faculties to channel some of the interest, energy, and funds that are going into gender-related topics on campus to the issue of substance abuse.

Campuses should acknowledge that gender sameness and differences exist in alcohol and other drug prevention—just like we find in a lot of other social and political areas—and work from that perspective rather than the assumption that there simply are fundamental differences. The truth is that there are some clear differences and some clear similarities. But we've got to start from the perspective that we are open to both possibilities.

A MESSAGE FROM THE DIRECTOR

The Future of Prevention on College Campuses

by William DeJong

At a Town Meeting at the 1999 National Meeting on Alcohol, Other Drug, and Violence Prevention, panelists David Anderson, Ph.D., Michael Klitzner, Ph.D., and I were asked what the field of campus-based alcohol and other drug (AOD) prevention would be like 15 years from now. What a stimulating question! In 2015, my daughter Meg will be a senior in college, and my son, Will, will be a sophomore. What will their college experience be like?

First, I think that college faculty will continue to increase their focus on their educational mission, as opposed to research. Faced with spiraling costs, students and their parents will demand it. This is good news for prevention. (It also means no interdisciplinary major in Pokemon® Studies, which may disappoint my kids.)

Second, when considering which school to attend, prospective students will assign great importance to selecting a campus environment that discourages AOD use and provides for their safety. In promotional materials, admissions offices will highlight what programs and policies their school has in place to support the majority of students who do not drink irresponsibly or use other drugs.

Third, college administrators will accept the need for a permanent AOD task force that monitors and seeks to change the campus environment in which students make decisions about substance use. Administrators will recognize that all aspects of college life—everything from the school's promotional brochures through graduation exercises—need to be considered when addressing this problem. Students will be full-fledged members of their campus task force.

Fourth, town-gown collaboration on this issue will be routine. College officials and local community leaders will reach out to local bar, tavern, and restaurant owners to develop cooperative agreements to stem underage sales, promote responsible beverage service, and eliminate advertising that promotes heavy drinking.

Fifth, all fraternities and sororities will be reconstituted to promote fellowship, scholarship, and community service. A variety of forces will push this change—growing community intolerance for illegal and destructive behavior of some students, rising insurance costs due to legal liability, and a strong desire for reform within fraternities and sororities themselves.

Finally, college officials will invest the resources necessary to identify and refer all students needing help with substance abuse problems. As part of orientation week, all first-year and transfer students will be screened, and those in need will be counseled about their drinking and other drug use.

Obviously, I don't know the future, but these are reasonable predictions based on current trends. For my children's sake, I hope I'm right.

William DeJong, Ph.D., is the director of the Higher Education Center for Alcohol and Other Drug Prevention.

Partnering with Parents

www.edc.org/hec/

Parents have a new resource to help them get important information about alcohol and other drug use at colleges and universities. The Center's Web site has added a Parent Connection page, which includes the following:

- Examples of what colleges are saying to parents about alcohol and other drugs.
- Ways parents can find out what a particular campus alcohol and other drug culture is really like.
- Tips for parents on talking to college-age daughters or sons about alcohol and other drugs.
- Links to other resources.

Is your campus partnering with parents to help with alcohol and other drug prevention? If so, we'd like to hear about what you are doing, and perhaps share your efforts through our Web site.

E-mail us at HigherEdCtr@edc.org or call (800) 676-1730, ext. 2714, to let us know how you are working with parents to further prevention efforts on campus.

Mark Your Calendars!

The U.S. Department of Education's
14th Annual National Meeting
on Alcohol, Other Drug, and Violence Prevention in Higher Education -

Saturday to Tuesday, October 14–17, 2000
Pittsburgh, PA
Check the Higher Education Center's Web site for details at www.edc.org/hec/.

etwork
OF COLLEGES & UNIVERSITIES
Committed to the Elimination of Drug and Alcohol Abuse

A Mission for the Future

The Network has new principles to guide it into the 21st century. At the fall 1999 National Meeting, the Network regional coordinators adopted the following mission statement, vision statement, and goals.

Mission Statement

The Network is the national organization that proactively addresses the issues of alcohol, other drug, and violence prevention in order to promote healthy campus environments through self-regulatory initiatives, information dissemination, and technical assistance. The Network serves as a liaison between the U.S. Department of Education and member institutions, as well as other higher education professional organizations. Member institutions encourage and enhance local, state, regional, and national initiatives through a commitment to shared standards for policy development, educational strategies, enforcement, evaluation, and community collaboration.

Vision Statement

The Network is recognized as the preeminent organization of campus-based leaders within higher education—addressing the issues of alcohol, other drug, and violence prevention.

Goals

- Promote the Network and its standards nationally and regionally.
- Provide expertise to appropriate organizations and agencies regarding issues of alcohol, other drug, and violence prevention in higher education.
- Sustain communication and collaboration with national, regional, state, and local stakeholders.
- Be accountable to Network sponsors and constituents through active evaluation and self-assessment.
- Maintain viability by developing strategies for additional resources, membership recruitment and retention, and national forums to exchange ideas and information.

Network Awards at the 1999 National Meeting

To recognize individuals who have contributed to alcohol, other drug, and violence prevention in higher education, the Network has established two annual awards. Carole Middlebrooks, chair of the Network Executive Committee, presented the 1999 awards at the National Meeting for Alcohol, Other Drug, and Violence Prevention in Higher Education.

The Visionary Award was created to recognize individuals who have contributed significantly to progress in higher education alcohol and other drug prevention and awareness. Awardees can be from an educational, legislative, or public and/or private organizational setting. The work of an awardee in advocating drug prevention will have led to substantive changes in how higher education addresses alcohol and other drug prevention strategies.

The 1999 Visionary Award went to U.S. Senator Robert C. Byrd (D-West Virginia) for his work in curbing alcohol use by the nation's youth. In 1995, Senator Bryd authored the so-called "zero tolerance" legislation that makes drivers 20 years old and younger who register blood-alcohol levels as low as .02 percent subject to state-imposed alcohol-impaired driving sanctions. (Levels for those 21 and older range from .08 to .10). He also established the National Recognitions Awards Program (NRAP) to identify and provide models of alcohol and other drug prevention and education programs in higher education. At Senator Byrd's urging, Congress appropriated $750,000 for NRAP in fiscal year 1999 and $850,000 for continuation of the program in fiscal year 2000.

The second award, the Outstanding Service Award, recognizes a higher education alcohol and other drug prevention professional who has made an outstanding contribution to the field. The following criteria are considered in selecting the awardee:

- Displays integrity, stature, and demonstrated achievement and innovation on his or her campus, state, or region that is recognized by students, faculty, and staff.
- Provides service beyond the expectations of the nominee's position on campus and in the community.
- Exhibits qualities and values consistent with the mission of the Network.
- Has made a significant contribution to the growth and development of alcohol and other drug prevention strategies across higher education settings.

The 1999 Outstanding Service Award went to researchers H. Wesley Perkins, Ph.D., and Alan Berkowitz, Ph.D., for their seminal research on how students' misperception of the drinking norms of their peers can influence their own drinking behavior. Their paper "Perceiving the Community Norms of Alcohol Use Among Students: Some Research Implications for Campus Alcohol Education Programming" (*International Journal of the Addictions*, 1986) helped spur more research and program development in the area of social norming as a prevention approach on campus. That development includes a coordinated attack on misperceptions of student alcohol and other drug use now under way at seven colleges and universities, with the support of federal grants provided under the Safe and Drug-Free Schools and Communities Act (see *Catalyst*, Summer/Fall 1998, Vol. 4, No. 1).

Perkins is a professor of sociology at Hobart and William Smith Colleges in Geneva, New York. He conducts extensive research on alcohol and other drug problems among college students and young adults, with a focus on peer misperceptions of alcohol and other drug norms (see page 6).

Berkowitz is an independent consultant who helps colleges, universities, public health agencies, and communities design programs that address health and social justice issues. He divides his time between his consulting practice and part-time appointments at Wheaton College, as student affairs staff development consultant, and as an advisor to the college program at the National Coalition Building Institute.

A New Network Regional Coordinator Comes on Board

The Network welcomes Robert M. Ruday, dean of students at the University of Florida in Tampa, as the new co-coordinator for the Alabama-Florida-Georgia Region. Ruday has been at Tampa since 1991 and has served as dean of students since 1994.

Ruday's responsibilities at the University of Tampa include supervision of residence life, student activities, counseling, career services, testing, new student orientation, health center, minority services, and services for students with disabilities. He also works with faculty members on service learning initiatives and is an advisor to the student government, BACCHUS, and the senior class. In addition, Ruday teaches a freshman orientation class.

Ruday has been active in the Network for a number of years. Under his direction as the membership chair for Florida, in 1992–93 institutional membership in the state increased by more than 40 percent. Ruday is a former member of the Network Steering Committee and was the editor of the Network newsletter in 1993–94.

How to Join the Network

To join the Network, the president of your college or university must submit a letter indicating the institution's commitment to implement the Network's Standards on your campus. Please include the name, address, and phone number of the contact person for the institution. Mail or fax to the following address:

The Higher Education Center for Alcohol and Other Drug Prevention
Education Development Center, Inc.
55 Chapel Street
Newton, MA 02458-1060
Fax: (617) 928-1537

The Network is committed to helping member institutions promote a healthy campus environment by decreasing alcohol and other drug abuse.

Welcome New Network Members

- Beaver College, Glenside, Pa.
- Carteret Community College, Morehead City, N.C.
- Clark State Community College, Springfield, Ohio
- Colegio Universitario de Ponce, Ponce, Puerto Rico
- DeVry Institute of Technology, Columbus, Ohio
- Hastings College, Hastings, Nebr.
- Hocking College, Nelsonville, Ohio
- Hudson Valley Community College, Troy, N.Y.
- Humacao University College, Humacao, Puerto Rico
- Instituto Vocacional y Comercial EDIC, Caguas, Puerto Rico
- Lourdes College, Sylvania, Ohio
- Muskingum Area Technical College, Zanesville, Ohio
- National College of Business and Technology, Bayamon, Puerto Rico
- Ouachita Technical College, Malvern, Ark.
- Ponce Paramedical College, Inc., Ponce, Puerto Rico
- Salve Regina University, Newport, R.I.
- State University of New York College at Geneseo, Geneseo, N.Y.
- Washington State Community College, Marietta, Ohio

(Continued from page 2)

Presidential Profiles

In addition, through our prevention program, we are working with bars, taverns, convenience stores, and grocery stores to restrict marketing and promotion of alcoholic beverages on campus. One way to limit availability is training clerks, servers, bartenders, and bar owners to identify false IDs.

Finally, we have formed a campus-community coalition to address high-risk drinking, alcohol abuse, sexual harassment, and a variety of areas in which a partnership between campus and community is going to help solve problems. The community has developed a program that is just getting off the ground to better enforce penalties for inappropriate behavior in apartments. This partnership sends a good message to community members that we are interested in them and that they are interested in us.

Some community members had experienced real problems, particularly concerning the behavior of some students, the regulating and policing of the over-consumption of alcohol, and the enforcing of the law. So they were really quite open to talking about the issues and some of the things that we could do, not just in terms of police enforcement, but really in terms of developing conversations on what else needed to be done. The coalition primarily looked at preventing alcohol-related problems in our neighborhoods, intervening swiftly, effectively, and compassionately and keeping people informed through public information, press releases, and regular meetings of the coalition.

Q: What type of support is there from faculty and other administrators? How did you build that support?

A: Faculty members are probably the least involved in prevention programs. They are, however, involved in our alcohol and other drug policy. The faculty senate reviewed the policy and approved it.

I think that this is one of the areas where we could probably do better in helping faculty realize the impact of alcohol and other drugs on the academic progress of the students. Of course, academic performance is what faculty are all about, and that's what they're most interested in. We need to figure out how to talk to faculty about these problems so that they're aware of and can identify students who may be having such problems (through their academic performance) and know where to find help for these students.

With administrators we have an excellent situation. Our vice president for student affairs, Dr. Eileen Coughlin, is the author of a book on alcohol and drug prevention. She makes this prevention a priority in her division. Our vice president for business and financial affairs oversees the policy through our central health and safety committee. He works with the staff and employees on campus. Administratively, we have a strong commitment to prevention, probably stronger than most campuses are lucky to have.

Q: In fall 1998, you cohosted the signing of a commitment statement by 16 college and university presidents in the state of Washington. How did this "Presidents' Initiative" get started?

A: It seemed to me in talking to my fellow presidents in the baccalaureate institutions that there was interest in doing something about alcohol and other drug problems on our campuses. It just needed someone to take the initiative to develop the statement and set up the meeting. I was willing to do that. It was interesting because one of our sister institutions in the state of Washington had some pretty severe problems. This situation perhaps became a wake-up call to others that they could have a similar problem. To have the presidents make the commitment of supporting alcohol abuse prevention programs was, I felt, at least a step and would give the people on their campus encouragement. And so it was simply a matter of organizing it.

I haven't followed up on what my fellow presidents are doing. I do know that we have hosted meetings here at Western where representatives of the health and wellness programs from the different institutions—public, private, and community colleges—have come together to talk about issues and programs. We now have a federal grant in a partnership with the University of Washington, Western, and the Evergreen State College to continue and enhance our alcohol abuse prevention programs. It's just the kind of action that I had hoped the presidential initiative might encourage.

Presidents should become acquainted with the academic and psychological damage that alcohol and other drugs can cause.

Q: What advice would you give to other academic leaders about becoming more involved?

A: Presidents could make it a point to get to know their health and wellness program leaders and their prevention people. Presidents should become acquainted with the academic and psychological damage that alcohol and other drugs can cause. They need to look at how to deal with the pressure of outside forces like alumni and sports contracts in such a way that those relationships aren't damaged but that they are sent a message.

Presidents can regularly inform themselves and make sure that they support programs and talk about responsible drinking. We've seen the tragedies that have occurred throughout the nation. I believe that every president, including myself, thinks, "There but for the grace of God go I." In spite of all our efforts—and I think that we have a terrific program at Western—some students will drink too much, and some of them are going to be consumed by it. We're going to lose some students, one way or another. We have a responsibility as presidents to face up to that and say, yes, we need to be involved and our campus needs to be involved. It doesn't have to be a self-righteous abstinence campaign. It can simply be a responsible, compassionate, and well-thought-out approach.

Catherine Meikle Potts is a former research and development associate at the Higher Education Center for Alcohol and Other Drug Prevention.

Our Mission

The mission of the Higher Education Center for Alcohol and Other Drug Prevention is to assist institutions of higher education in developing alcohol and other drug prevention policies and programs that will foster students' academic and social development and promote campus and community safety.

Get in Touch

The Higher Education Center for Alcohol and Other Drug Prevention
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Newton, MA 02458-1060

Website: www.edc.org/hec/
Phone: 800-676-1730
Fax: 617-928-1537
E-mail: HigherEdCtr@edc.org

How We Can Help

- Training and professional development activities.
- Resources, referrals, and consultations.
- Publication and dissemination of prevention materials.
- Support for the Network of Colleges and Universities Committed to the Elimination of Drug and Alcohol Abuse.
- Assessment, evaluation, and analysis activities.

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Higher Education Center Training Opportunities

The Center's two-day Team Training event brings together teams from institutions of higher education and their local communities to address alcohol and other drug (AOD) issues on their campus. Team members represent key campus and community systems such as AOD coordinators, senior administrators, faculty, other student service personnel, athletes, public safety/security, student leaders, community representatives, and others. The training provides an opportunity for teams to develop coalition-based action plans. Call the Center to participate in one of the following events. *Dates and locations are subject to change, so please check our Web site for up-to-date information.*

Upcoming Team Trainings

Sept. 29, 2000 • Rochester, New York
Fall 2000 • Michigan
Fall 2000 • Southern California
Fall 2000 • Northern California

Catalyst is a publication of the Higher Education Center for Alcohol and Other Drug Prevention.

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CATALYST

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The State of the States . . .
When It Comes to Prevention

During the past 15 years, several states have started initiatives to address high-risk alcohol and other drug (AOD) use among college and university students. These efforts have focused mainly on networking, information-sharing, and professional development; many involved developing regional or statewide consortia and convening a statewide AOD prevention meeting. Virginia, New York, and Illinois were early leaders in this type of initiative.

In 1996, Ohio Parents for Drug Free Youth launched an initiative to combat high-risk alcohol use on college and university campuses from an environmental perspective using campus and community teams. Thanks to the support of state and federal government agencies and local and national AOD prevention organizations, nearly 40 institutions of higher education (IHEs) in Ohio have organized new campus and community teams over a three-year period. Many other states are adopting a similar approach, creating a nationwide movement to bring together colleges and universities within a state in a coordinated effort to create campus and community change.

"An important part of the success of these statewide initiatives is the collaboration that takes place, not only among campuses within the states, but also among the states."

This approach to prevention has enormous value. As several campuses in the same state move forward at the same time, they benefit from mutual support and information-sharing, create momentum for change, and strengthen their ability to influence policy decisions.

The Higher Education Center for Alcohol and Other Drug Prevention worked closely with the Ohio Parents for Drug Free Youth statewide initiative, both providing support and monitoring activities to learn how other states could benefit most from Ohio's experiences. Center staff also broadly publicized this effort, believing that a state initiative of this sort is one major strategy for advancing the U.S. Department of Education's (ED's) AOD prevention agenda, particularly the initiative's emphasis on encouraging campus and community teams to create environmental change.

Using an environmental approach, Ohio Parents, a private, nonprofit foundation, organized a series of activities to address "binge drinking" among students on campuses. The Center provided three training sessions for campus and community teams. The training focused on outcome-based strategic planning, coalition-building, social marketing, and project evaluation.

In 1998, Ohio Parents conducted a follow-up survey of 31 participating institutions to determine what changes had taken place as a result of this comprehensive intervention. Prior to the statewide initiative, less than 10 percent of these campuses reported having had an action plan to reduce or eliminate high-risk alcohol use. At follow-up, 77 percent reported having an action plan. Of those with action plans, 94 percent said they incorporated environmental approaches; 62 percent reported incorporating specific activities expected to affect the campus environment. Such activities include creating alternative activities, improving relationships between bar owners and merchants, expanding coalitions, developing and reinforcing policy, and using the media to counter misperceived norms about student alcohol use. While no statewide initiatives have outcome data—such as reductions in high-risk drinking or crime—to report as yet, the Ohio initiative has a 1999 Department of Education grant that includes provisions for an outcome evaluation, as do all of the 1999 grantees.

More than 20 states now engage in some sort of statewide initiative, many of them based on Ohio's successful program. And while ED has funded the development of campus and community coalitions for a number of years, its 1999 grant competition underscored the importance of statewide and

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The Statewide Initiatives Leadership Institute

More than 50 leaders of existing and emerging initiatives in 25 states participated in a Statewide Initiatives Leadership Institute held in Tampa, Fla., by the Higher Education Center for Alcohol and Other Drug Prevention in February 2000.

Participants included representatives from state alcohol and other drug programs, state alcoholic beverage control departments, community anti-drug and Reduce Underage Drinking coalitions, and colleges and universities.

According to Laurie Davidson, a Center associate director who helps state leaders start their initiatives, the meeting's goal was to enable leaders of existing initiatives exchange ideas and strategies.

"We think there is great potential for a concerted statewide initiative to bring about changes in the environment that promotes high-risk and underage alcohol use among students on campuses," said Davidson. "Most of the environmental changes, however, were limited to the campus, such as increasing the number of alcohol-free social and recreational options. At this meeting we wanted to find out what was getting in the way of implementing environmental strategies aimed at the community."

One barrier described by participants is a lack of the community organizing skills needed for effective community work. Often the person charged with responding to AOD problems on a campus has a counseling or health education background and needs additional skills to work with community groups.

The Center is creating a WebBoard (a Web-based technology that enables users to post and read messages on particular topics as if they were part of a discussion).

"The single most important thing Center staff can do is to provide ways for statewide initiative leaders to talk to each other about what they are doing," Davidson explained. "Another key area for us is to help people figure out how to evaluate environmental management programs, given the difficulties of trying to measure complex systems change."

(Continued from page 1)

State of the States . . .

regional initiatives—as well as collaborations between campus and community leaders—to address high-risk alcohol use among college and university students. The 1999 Safe and Drug-Free Schools grants competition guidelines asked that applicants mobilize new or existing state or regional coalitions to create plans for broad environmental campus and community change. Eight programs were funded. In some cases, programs will build on existing statewide initiatives. Some will focus on creating local campus and community coalitions, while others will initiate collaboration among state-level partners to influence public policy change.

The statewide initiative strategy provides a range of benefits. Foremost, said William DeJong, Ph.D., Center director, the initiative gives some political cover to IHE staff who might be nervous about stepping to the forefront and dealing with this problem aggressively. Individual institutions are not singled out.

"To this day, despite the publicity about college student deaths and all the prevention activity that is taking place on campuses, I still hear about college presidents who are reluctant to come forward, fearing that if they become active on this agenda, it will make their school look as if it has a problem," said DeJong.

Gordon Gee, former president of the Ohio State University and chair of the Ohio statewide initiative, said: "It's very important that college presidents all jump off the cliff together."

This strategy is also important because it helps to bring media attention to student high-risk alcohol use, and, in particular, to available solutions. The goal is to get the media to focus less on problems and more on solutions—the various initiatives that have made a real improvement on campuses and in communities.

In many cases, state initiatives have attracted resources to support their prevention efforts from state governments, state alcohol control boards, and foundations. Funding sources such as these are more likely to invest in a broader statewide strategy than to support individual institutions.

DeJong pointed out that statewide initiatives also provide an important opportunity for campus and community teams tied to different colleges and universities to support one another. That support is crucial, he said, because "it's hard to grapple with the very difficult work of environmental change at the community level."

The Center has learned from experiences in a number of states the best approaches to help other states start their own initiative.

"We like to provide a presentation on the Center's environmental management approach to alcohol and other drug prevention through a workshop, a conference, or some kind of state summit as a way to promote the idea of a statewide coalition," explained DeJong. "An important step in this process is to get as many college presidents in a state as we can to pledge publicly to become involved with the effort, focus on high-risk alcohol use and environmental strategies, and say that working with their local community is going to be the hallmark of their approach. Presidential leadership is key."

Many states have found it useful to move from such a kick-off event to a campus and community team training, followed by ongoing consultation services from the Center and additional training on more specialized topics. These efforts are aimed at helping states form a statewide consortium to keep different campus and community teams focused on their action plans and to start advocating for specific actions regarding state policy.

"An important part of the success of these statewide initiatives is the collaboration that takes place, not only among campuses within the states, but also among the states, the Center, and the Department of Education. These efforts are showing that campus and community change is indeed possible," said DeJong.

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The Center is creating a WebBoard (a Web-based technology that enables users to post and read messages on particular topics as if they were part of a discussion).

"The single most important thing Center staff can do is to provide ways for statewide initiative leaders to talk to each other about what they are doing," Davidson explained. "Another key area for us is to help people figure out how to evaluate environmental management programs, given the difficulties of trying to measure complex systems change."

(Continued from page 1)

State of the States . . .

regional initiatives—as well as collaborations between campus and community leaders—to address high-risk alcohol use among college and university students. The 1999 Safe and Drug-Free Schools grants competition guidelines asked that applicants mobilize new or existing state or regional coalitions to create plans for broad environmental campus and community change. Eight programs were funded. In some cases, programs will build on existing statewide initiatives. Some will focus on creating local campus and community coalitions, while others will initiate collaboration among state-level partners to influence public policy change.

The statewide initiative strategy provides a range of benefits. Foremost, said William DeJong, Ph.D., Center director, the initiative gives some political cover to IHE staff who might be nervous about stepping to the forefront and dealing with this problem aggressively. Individual institutions are not singled out.

"To this day, despite the publicity about college student deaths and all the prevention activity that is taking place on campuses, I still hear about college presidents who are reluctant to come forward, fearing that if they become active on this agenda, it will make their school look as if it has a problem," said DeJong.

Gordon Gee, former president of the Ohio State University and chair of the Ohio statewide initiative, said: "It's very important that college presidents all jump off the cliff together."

This strategy is also important because it helps to bring media attention to student high-risk alcohol use, and, in particular, to available solutions. The goal is to get the media to focus less on problems and more on solutions—the various initiatives that have made a real improvement on campuses and in communities.

In many cases, state initiatives have attracted resources to support their prevention efforts from state governments, state alcohol control boards, and foundations. Funding sources such as these are more likely to invest in a broader statewide strategy than to support individual institutions.

DeJong pointed out that statewide initiatives also provide an important opportunity for campus and community teams tied to different colleges and universities to support one another. That support is crucial, he said, because "it's hard to grapple with the very difficult work of environmental change at the community level."

The Center has learned from experiences in a number of states the best approaches to help other states start their own initiative.

"We like to provide a presentation on the Center's environmental management approach to alcohol and other drug prevention through a workshop, a conference, or some kind of state summit as a way to promote the idea of a statewide coalition," explained DeJong. "An important step in this process is to get as many college presidents in a state as we can to pledge publicly to become involved with the effort, focus on high-risk alcohol use and environmental strategies, and say that working with their local community is going to be the hallmark of their approach. Presidential leadership is key."

Many states have found it useful to move from such a kick-off event to a campus and community team training, followed by ongoing consultation services from the Center and additional training on more specialized topics. These efforts are aimed at helping states form a statewide consortium to keep different campus and community teams focused on their action plans and to start advocating for specific actions regarding state policy.

"An important part of the success of these statewide initiatives is the collaboration that takes place, not only among campuses within the states, but also among the states, the Center, and the Department of Education. These efforts are showing that campus and community change is indeed possible," said DeJong.

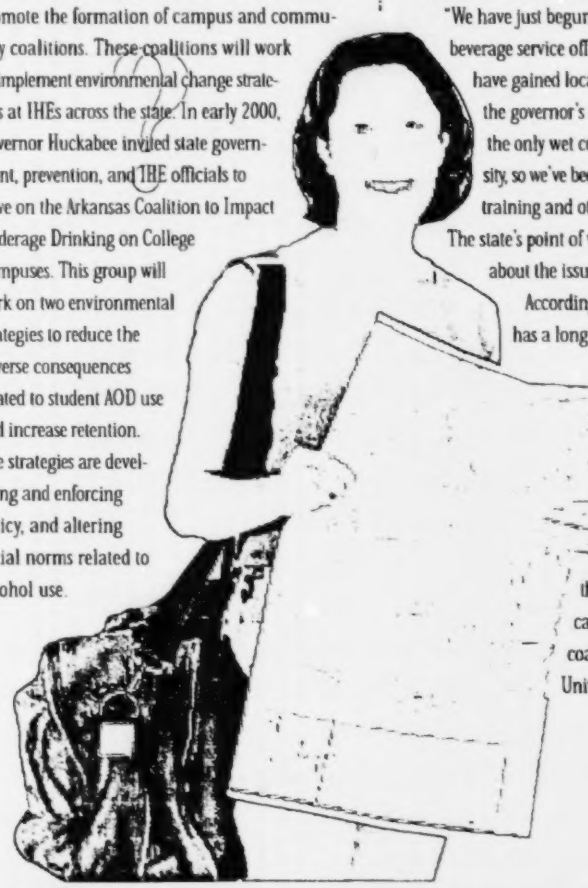
What's up in Arkansas and New York?

Statewide campus and community prevention efforts in Arkansas and New York are at opposite ends of the statewide initiative development. While one initiative is relatively new, the other began more than a decade ago.

Arkansas Leader: Arkansans for Drug-Free Youth

In January 1999, 39 Arkansas college and university presidents pledged to work together to create campus cultures free of AOD problems. At the signing event, convened by Arkansans for Drug-Free Youth (ADFY), Arkansas Governor Mike Huckabee praised the group of presidents and statewide leaders for their efforts to "take a stand against alcohol abuse on college campuses."

Thus began Arkansas's statewide campus AOD prevention initiative. Following the signing event, ADFY and the Arkansas College Drug Education Committee (ACDEC) sponsored a series of trainings to promote the formation of campus and community coalitions. These coalitions will work to implement environmental change strategies at IHEs across the state. In early 2000, Governor Huckabee invited state government, prevention, and IHE officials to serve on the Arkansas Coalition to Impact Underage Drinking on College Campuses. This group will work on two environmental strategies to reduce the adverse consequences related to student AOD use and increase retention. The strategies are developing and enforcing policy, and altering social norms related to alcohol use.



Betty Herron, former executive director of ADFY, worked with the Higher Education Center to develop the Arkansas initiative. "The Center has brought the environmental approach to us, and we have coordinated a grassroots response through the campus and community coalitions. [With the creation of] the statewide coalition, we will be able to provide assistance in the broader perspective," she said.

Like many states that have embarked upon this process, Arkansas IHEs have found that forming campus and community coalitions can be slow, hard work. Sometimes, bar owners and others are reluctant to come to the table with law enforcement officials, campus health professionals, and members of other community organizations.

Mary Alice Serafini, director of the University Health Center at the University of Arkansas (U of A), Fayetteville, said that the state-level coalition helps with local campus and community work.

"We have just begun to look at issues around beverage service off campus, and we certainly have gained local momentum because of the governor's interest in the issue. We're the only wet county with a large university, so we've been interested in server training and other protective measures. The state's point of view has helped us learn about the issue," she explained.

According to Serafini, her campus has a long history of taking a health promotion approach to prevention, but is "just beginning to try to make cultural change." U of A has learned from the experience of the campus and community coalition involving the University at Albany, State University of New York, and Albany tavern owners. This fall, the university welcomed students back with "hang tags" on the doorknobs of residence hall rooms and off-campus housing to educate students about laws on alcohol use, noise, and crowd control. In addition, the Health Center hopes to involve area realtors and landlords in the prevention of alcohol-related consequences in off-campus housing through tenant agreements and policies.

One of ACDEC's major accomplishments was funding the administration of the Core Survey at most Arkansas colleges and universities over the last several years. Terry Love, director of Health Promotion and Wellness Services at the University of Central Arkansas (UCA) and current chair of ACDEC, described the organization as "way ahead of its time" 20 years ago when the state Department of Health began funding the statewide committee. At that time, people were more concerned about illegal drugs than alcohol, hence the "drug education" focus in the name of the group. Now, Love pointed out, ACDEC takes a broader wellness approach: "The group has moved during the last three years to focus less on activities and more on theory-based prevention, including environmental approaches," he said.

At UCA, Love has a grant from the UCA deans' council to establish a campus and community coalition with three local institutions and a nearby community college. Part of the grant will support both a campaign to change misperceptions of social norms and deterrent activities with fraternities and sororities, including a party monitoring system.

ACDEC—with its bimonthly consortium meetings, annual conference, mini-grants for coalition development or programming, and Web page—provides a variety of ways for Arkansas campuses to collaborate and share ideas.

"Communication is important because people are isolated on their campuses, and we want to encourage them to bounce ideas off each other, to learn from each other's mistakes," said Love.

(Continued on next page)

Strategizing for Community and Campus Collaboration: A New Resource

Many colleges and universities have taken a more comprehensive approach to reducing student alcohol and other drug problems by entering into partnerships with community-based groups to work together on developing solutions. Now communities have a new resource to help them take the initiative when it comes to working with campuses on shared problems related to student alcohol and other drug use.

The Community Anti-Drug Coalitions of America (CADCA) has just added *Working in Partnership with Local Colleges and Universities* to its series of *Strategizer Technical Assistance Manuals* to provide community-based coalitions with step-by-step guidance on working with colleges and universities.

This *Strategizer 34*, written by William DeJong, Ph.D., and Joel Epstein, J.D., of the Higher Education Center for Alcohol and Other Drug Prevention, describes various policy options and activities that town/gown coalitions can work on jointly to reduce problems. It also provides community coalitions with insight on how colleges and universities function so that they can reach out effectively to enlist their support. For example, one way to get campus involvement is to seek out the institution's president and encourage him or her to take a leadership role in the community in addressing these problems.

To obtain a copy of *Working in Partnership with Local Colleges and Universities*, call the Higher Education Center at (800) 676-1730, send an e-mail to HigherEdCtr@edc.org, or order online/download a copy from the Center's Web site at http://www.edc.org/hec.

(Continued from page 3)

What's up in Arkansas and New York?

New York: State Office of Alcohol and Substance Abuse Services

Alcohol and other drug prevention in the campus setting has been a major focus of the New York State Office of Alcohol and Substance Abuse Services (OASAS) since 1983. The OASAS IHE program has three basic elements: (1) the publication of *Networking for Healthy Campuses*, a how-to manual for developing prevention programs on campus; (2) support for the formation of regional campus alcohol and other drug prevention consortia; and (3) a statewide campus consortia steering committee.

In 1990, OASAS expanded the consortia project by forming a statewide steering committee, the next step in the first initiative of this kind led by a state substance abuse agency. Throughout the decade, OASAS held team trainings at which community alcohol and other drug prevention workers were required to bring a college representative to participate in the training.

In 1998, OASAS conducted the first statewide Core Survey, providing campuses with good baseline data. Based on the findings of this survey and mounting concerns about high-risk drinking, OASAS issued an RFA for the implementation of a norms misperception campaign on the college campus. Ten sites (one in each regional consortia area) were selected and are in the process of implementing their projects. In support of this initiative, OASAS has conducted a series of learning institutes to help the colleges develop the norms misperception projects.

The statewide steering committee, in conjunction with OASAS, has expanded its tasks in 2000. A couple of workgroups have been created to investigate critical issues and develop position papers. Among the areas they will examine are alcohol industry funding of college prevention initiatives, harm reduction strategies, the possibility that norms misperception projects may institutionalize high-risk alcohol use, and why first- and second-year college students who do not report high-risk drinking in high school engage in the behavior when they start college.

"Communication is important because people are isolated on their campuses, and we want to encourage them to bounce ideas off each other, to learn from each other's mistakes."

Addiction Program Specialist Merry Lyng points to the experience of the University at Albany, State University of New York, and the Albany community as an example of how a community can benefit by collaborating with colleges. During the early 1990s, the Albany Committee on University and Community Relations launched initiatives aimed at improving enforcement of local laws and ordinances, created a safety awareness campaign for off-campus students, and developed a comprehensive advertising and beverage service agreement with local tavern owners. As a result, the number of alcohol-related problems in the community decreased. Both the number of calls to a university hotline for reporting off-campus problems and the number of off-campus noise ordinance reports filed by police decreased. According to Lyng, the Albany coalition was recently honored on its 10th anniversary by Mayor Gerald Jennings for its success in making the Albany community a safer and healthier place for its citizens.

The University at Albany is also one of the 10 schools being funded by OASAS to conduct a social norms marketing campaign. In 2001, OASAS plans to fund an additional 15 campuses to conduct social norms campaigns and will continue its tradition of sponsoring an annual AOD prevention conference. Lyng wishes more of her colleagues in state substance abuse offices across the country would take the lead in creating or supporting statewide campus AOD prevention initiatives. "State substance abuse officials are looked to as experts in their states, so we should be involved in this issue," she said.

PRESIDENTIAL PROFILES

Graham B. Spanier
The Pennsylvania State University

Graham B. Spanier, Ph.D., has been president of The Pennsylvania State University since 1995. He earned his Ph.D. in sociology from Northwestern University, where he was a Woodrow Wilson Fellow. He also holds bachelor's and master's degrees from Iowa State University. Spanier is chair of the National Collegiate Athletic Association (NCAA) Division I Board of Directors and a member of the association's Executive Committee. He chairs the Kellogg Commission on the Future of State and Land-Grant Universities and the Council of Presidents of the National Association of State Universities and Land-Grant Colleges.

Q: You have said to high school students: "If you are interested in Penn State because of your attraction to binge drinking, please go somewhere else." What response have you received to your outspoken stance against high-risk alcohol use by students?

A: The response has been very positive, from parents and lots of prospective students, as well as from our faculty, staff, alumni, donors, state legislators, and the public at large. We have seen a little negativism among some of our current students, who wish that we wouldn't spend so much time on this issue and feel that we should get off their backs about drinking.

Initially, some people thought that by talking openly about student alcohol use we would see a decline in applications—that some students wouldn't want to come to Penn State because we were talking about it. That has not been the case, and actually our applications have gone up significantly. Certainly it can be said that paying a lot of attention to student drinking has neither prevented people from coming here, nor hurt our reputation. Rather, our reputation has been enhanced. Many people tell us that they want their child to go to Penn State because we are taking a stand on this problem.

Q: Have you made changes in student recruitment?

A: We send our students a letter telling them that student alcohol use is a concern of ours and that if they are coming here expecting to engage in high-risk drinking, we will gladly refund their application fee and deposit. Other than that, we have not done anything differently. Have we noticed a change in the kinds of students applying? Not really, although applications are going up. It's too early to tell if students are coming with a different set of expectations. However, from the materials they receive from me ahead of time and from what they hear me say at convocation and in other early messages, they do know what our expectations are.

Q: What changes are you making at Penn State to prevent future alcohol-related disturbances and other problems?

A: We now spend a lot of time talking about student drinking and related problems to give these issues more visibility. Our vice president for student affairs has the lead role and oversees a commission on the prevention of alcohol, tobacco, and other drug use. We have a very good working relationship with our surrounding community and have a formal university and community partnership. We hold regular meetings with leaders of several fraternities, who are very involved in this prevention initiative. A number of fraternities have decided to go dry within the next few years.

We have dramatically increased our alcohol-free programming. In my opinion, that's perhaps the single best thing that the university can do. After spending hours talking to students, I have learned that what they most want is an active social life. In reality, very few students start an evening saying, "My goal this evening is to drink and only drink, and I don't care about anything else." Most of them want to have a good time, and if there are other ways to have a good time, they may very well decide not to drink. But short of some alternative, they will do so.

Q: Do you have suggestions for other academic leaders concerning how they can actively prevent high-risk alcohol and other drug use by students?

A: They can certainly look around the country at what some of the more active colleges and universities are doing in response to student alcohol-related problems. We all have much to learn from each other. We need to continue to talk about it ourselves in our academic forums, and that is happening more and more now.

Editor's note: A longer interview with President Spanier is posted on the Center's Web site at http://www.edc.org/hec.

A Matter of Degree: *A Tale of*

In response to alarming statistics about high-risk alcohol use by college students and reports of alcohol-related problems on campuses across the country, The Robert Wood Johnson Foundation (RWJF) in 1996 embarked on an ambitious program to identify the environmental factors that converge to encourage high-risk alcohol use by students. Called A Matter of Degree: The National Effort to Reduce High-Risk Drinking Among College Students (AMOD), the program has provided about $700,000 over five years to each of 10 campuses to foster collaboration between participating universities and the communities in which they are located as a way to address alcohol problems and improve the quality of life for all community residents. The American Medical Association manages the AMOD program out of its national office in Chicago. Two AMOD campuses from the first round of funding are nearing the end of their project. Below, the AMOD project coordinators on these campuses discuss the project and the lessons they have learned from it.

The University of Vermont, Burlington

by Rick Culliton

The University of Vermont's (UVM) Coalition to Create a Quality Learning Environment was developed in 1997 with the support of the RWJF. This project to reduce high-risk alcohol use in our community includes a comprehensive environmental change strategy intended to create lasting change. Over the past five years, Burlington and Vermont have experienced a decrease in youth access to alcohol, increased enforcement of underage drinking laws, and implementation of stronger drinking and driving laws. Together, the changes in Vermont, in Burlington, and at UVM have greatly shaken the perception that Vermont is a destination for high-risk alcohol use.

Most of our coalition's initiatives have been focused on changing policies, increasing their enforcement, and altering other environmental factors that contribute to high-risk alcohol use. Early in the project, the coalition paid most of its attention to the campus environment at UVM; in the last year, however, the coalition has strategically targeted the environment that surrounds the campus. A brief look at recent efforts follows.

The university's 1998–99 judicial caseload was 10 percent higher than in 1995–96. We believe that the change is the result of increased enforcement efforts by UVM police. Campus offices collaborated to create a more efficient reporting mechanism (university violation notices), greatly reducing undocumented warnings. In addition to increasing enforcement, each student who commits an alcohol and other drug offense is now referred to UVM's Alcohol and Drug Services for follow-up education or treatment or both. This follow-up consists of a two- or six-hour class or more intense individual counseling. Those students mandated to complete the sessions must bear the costs. In 1999–2000, the university began notifying the parents of students who committed alcohol and drug infractions. At the same time as enforcement and interventions have been stepped up, so too have the expectations that repeated and aggravated violations of the code of conduct will result in separating students from the university. As a result, the number of suspensions has more than doubled, from 25 students in 1995–96 to 55 students in 1998–99.

In the general area of environmental change, the university modified its academic calendar to avoid beginning the year with two consecutive three-day weekends. With this important and symbolic step, the university clearly showed that academic rigor, not partying, is central to being a student at the University of Vermont. The Athletics Department no longer advertises alcohol at any athletics event or in any publication or program. The Department of Residential Life increased its substance-free living space on campus for the third straight year, and the number of students choosing to live in substance-free halls has more than doubled over last year.

The Vermont College Alcohol Network (VCAN), on which I serve as cochair, has also made progress in

wo Campuses

terms of collecting statewide data on drinking rates among college students in 19 of the 24 colleges. These data will be used to develop additional statewide training and prevention efforts.

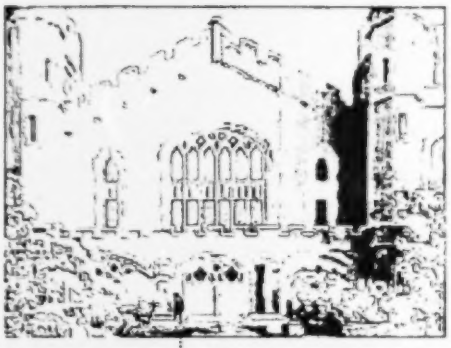
More recently, our coalition's attention has focused on the environment that surrounds the university. After a public disturbance related to a bar closing in Burlington in November 1998, UVM President Ramaley and Mayor Clavelle of Burlington renewed their commitments to addressing alcohol abuse in our community. The president and mayor hosted two citywide meetings to assess the problem of illegal and abusive drinking and, more important, to implement change. The coalition is working with local and state agencies, other colleges, and bar owners to create responsible alcohol service training and guidelines for local bar owners. The mayor has called for greater municipal control to limit the number of alcohol outlets in the city. While the progress on specific policy initiatives has been encouraging, the resolve of the university and city leadership has been even more so.

Rick Culliton is the AMOD project coordinator for the University of Vermont, Burlington. He also serves as a Center Associate for the Higher Education Center for Alcohol and Other Drug Prevention.

The University of Colorado, Boulder

by Robert Maust

In 1997, we received a grant from the RWJF to support us in taking a new approach to reducing high-risk alcohol use among our students. The following statement defines this new approach: "We are incorporating public health concepts and using environmental change strategies, both on the campus and in the local community, in an effort to reduce high-risk drinking behaviors among our students."



This simple statement is clear. But as a senior administrator for more than 30 years in many types of higher education institutions, I have addressed student alcohol and other drug issues at each institution. I know this statement masks many important issues that make our current work very different from what we have done in the past.

Let's first look at where we have been. For many years, our efforts to reduce high-risk use of alcohol among our students generally followed the national trends in this area. For example, we applied a combination of programs designed to (1) educate students about alcohol, (2) provide timely interventions in the lives of students who abused alcohol, and (3) increase the enforcement of laws and policies intended to control the access to and the negative consequences of the use of alcohol. In addition, as we worked on these issues, we would have infrequent meetings with some off-campus people about our efforts. These meetings were rarely with community leaders or other key policymakers, however, but more likely were with middle management campus and community personnel. Furthermore, the agenda for these meetings usually focused on some recent problem our students caused in the community or on how to better manage the delivery of programs and services to our students, such as counseling or diversion programs.

Today, as a result of our involvement in the RWJF-supported program, we are doing some very new and proactive things, such as focusing on how alcohol is priced, promoted, made accessible, and understood in our campus and local communities, in terms of its negative secondary effects. In addition, we have established a town-gown partnership with a wide array of people, including important policymakers, that has regularly scheduled meetings with carefully defined agendas. We also seek to address such new matters as happy hour practices; promotion of drink specials in our campus news media; the outlet density of retail alcohol establishments; and how our coalitions might reduce alcohol-related problems such as vandalism, littering, noise, rioting, and other violations of local laws and campus policies.

Today, colleges and universities that are willing to adopt new approaches, such as applying environmental change strategies to students' high-risk alcohol use, face many challenges. However, the costs—loss of academic potential and challenges to personal safety and even life—of relying exclusively on the limited approaches of the past are simply too great to accept. For all these reasons, and in the great tradition of public health, I believe it is time for higher education to join leaders in the larger community to remove the tap from all sources that are poisoning our environments rather than address only the consequences of these dangerous activities.

Robert Maust is the AMOD project director at the University of Colorado, Boulder. He also serves as a Center Associate for the Higher Education Center for Alcohol and Other Drug Prevention.

NOTE TO THE FIELD

Media Reports of Harvard's College Alcohol Study Create a Misleading Portrait of College Student Drinking

by Helen C. Stubbs and William DeJong

In March 2000, the Harvard School of Public Health College Alcohol Study released its 1999 data on high-risk alcohol use on U.S. college campuses: National levels of what the study's authors call "binge drinking" have remained fairly constant throughout the decade at about 44 percent.[1]

The new survey report also contained a lot of good news. Especially noteworthy: The percentage of students who said they did not drink alcohol rose by nearly 4 percent since the 1993 survey (from 15.4 percent to 19.2 percent). Moreover, the new results affirmed that a clear majority (56 percent) of students on campuses either abstain or use alcohol in a low-risk or moderate manner.

The news wasn't all positive. The number of "frequent binge drinkers" (students who binge drink three or more times in a two-week period) rose by almost 3 percent since 1993 (from 19.8 percent to 22.7 percent). This hard-drinking minority puts themselves *and* others in harm's way. As a result, fully one-half of all students consider alcohol to be a problem on their campus.

This finding helps to explain other promising data from the Harvard study. A clear majority of college students support tougher policy controls to reduce alcohol-related problems on campus, including stricter enforcement of campus rules (65 percent) and underage drinking crackdowns (67 percent), restriction of kegs on campus (60 percent), and a ban on ads on campus from local outlets (52 percent).[2]

On balance, this is what the Harvard study had to say: The amount of high-risk alcohol use by a minority of irresponsible students has risen slightly, but a growing number of students are choosing not to imbibe at all. Moreover, we are witnessing a groundswell of student support to address this issue head-on.

Reporters may have been led into a gloomy assessment of the campus drinking scene by the overencompassing definition of binge drinking used in the Harvard study. Binge drinking is defined as five or more drinks in a sitting for men, four or more drinks for women. As any college student will quickly point out, this measure does not account for the time elapsed while drinking, the weight of the drinker, or the food eaten during the drinking episode.

In effect, the Harvard definition of binge drinking labels many students as problem drinkers who by other standards would be said to be drinking moderately. Our concern is that exaggerating the problem in this way will alienate many responsible students who resent being labeled as part of the problem, but who might otherwise be receptive to calls for tougher policies.

Additionally, an inflated assessment of high-risk alcohol use on campus promotes a negative and incorrect perception of the norm on college campuses, which may further drive up levels of high-risk alcohol use among students trying to "fit in."

We are not advocating to raise the bar on the definition of binge drinking, but rather to shift the focus away from a debate over the precise amount of consumption that constitutes alcohol abuse and to concentrate instead on the *consequences* of this behavior.

Alcoholism is not defined in terms of how much people drink, but by the impact of alcohol use on their lives. Likewise, we should define problem alcohol use on campus in terms of its attendant problems. Alcohol-related problems include rape, drunk driving, assaults, injury, overdose, unplanned and unsafe sex, academic failure, and vandalism.

Furthermore, by focusing on these negative consequences, many of which are caused by high-risk alcohol users but experienced secondhand by others, we can mobilize broad support for stricter policies and enforcement. Campus officials, parents, and students themselves are worried about safety, not the level of alcohol consumption *per se*.

Successful public health campaigns eventually reach a critical juncture, the point at which the members of the majority community recognize that they are indeed a majority, that they share certain pro-health values, and that they support policy changes to eliminate or reduce the problems caused by others. We can advance this realization among college and university students, but not if we use an overencompassing definition that both demonizes students who are using alcohol responsibly and perpetuates widespread misperceptions of the drinking norm.

We see reasons for optimism. If a majority of students support policy changes to reduce high-risk alcohol use on campus, our job as prevention professionals is to help generate and mobilize this support.

Helen C. Stubbs is a research assistant and William DeJong, Ph.D., is the director of the Higher Education Center for Alcohol and Other Drug Prevention.

[1]Wechsler, H., Lee, J.E., Kuo, M., Lee, H. "College Binge Drinking in the 1990s: A Continuing Problem." *Journal of American College Health* 48 (2000): 199–210.
[2]Wechsler, H., Nelson, T., Weitzman, E. "From Knowledge to Action: How Harvard's College Alcohol Study Can Help Your Campus Design a Campaign Against Student Alcohol Abuse." *Change* 32, no. 1 (2000): 38–43.

Network OF COLLEGES & UNIVERSITIES
Committed to the Elimination of Drug and Alcohol Abuse

News from the Regions

At the close of the 1999–2000 academic year, the Network regions reported on activities in their areas. Here are highlights from those reports:

Alabama/Florida/Georgia
The big event was a peer education conference in Florida that drew more than 40 participants from the region. In addition, the region has launched a newsletter to aid communication among Network members. Georgia convened its 10th Georgia Network Training Institute and continues to hold monthly meetings of steering committee members of the Georgia Network of Colleges and Universities.

Alaska/Idaho/Montana/Oregon/Washington
The Oregon Governor's Task Force on Underage Drinking met monthly. Network members held a regional conference and a Summit 2000 Wellness conference. Plans are in place to launch a statewide initiative.

Arizona/Nevada/Utah
Arizona was awarded a Department of Education Consortia Grant. The Tri-University Social Norms Medical campaign was launched, and an Arizona statewide prevention initiative kicked off with the Arizona State University, Northern Arizona University, and the University of Arizona presidents' signing event in February.

In addition, Utah has continued its statewide efforts and is developing a collegiate survey. It also convened a statewide student follow-up conference, which drew student teams from across the state.

Arkansas/Louisiana/Mississippi
Network members participated in conferences in Arkansas and Louisiana and staffed a booth at the American Association of Counselor Education and Supervision conference in New Orleans.

California/Guam/Hawaii
Plans are in place for the Network to sponsor collaborative events with the Higher Education Center at the upcoming California Prevention Summit. In addition, Network members are now linked for information-sharing through an Internet listserv.

Delaware/New Jersey
The Network hosted quarterly consortium meetings to monitor progress on New Jersey's statewide prevention initiative and to receive training on social norms approaches for reducing problem alcohol use with support from a New Jersey Department of Health three-year grant. This region also launched a pilot project comic strip series in collaboration with the Partnership for a Drug-Free New Jersey.

District of Columbia/ Maryland/ Virginia/ West Virginia
West Virginia and Maryland cohosted a Higher Education Center training. Virginia also convened a Center training event and continued working with the statewide task force. Washington, D.C., members participated in a task force on high-risk alcohol use.

Indiana
The region held a campus and community mini-grant competition, and Network members participated in panels on underage drinking across the state. The Network also conducted a follow-up survey with presidents and alcohol and other drug prevention professionals on a statewide initiative.

Iowa/Minnesota/Wisconsin
Network members participated in a metrowide initiative in Minneapolis/St. Paul, funded in part by the Department of Public Safety. In Iowa, Network members worked on a legislative initiative to impose criminal penalties for alcohol possession by minors in residence halls at any private or public campus. That state also received funding from its Department of Juvenile Justice for a five-campus social norms initiative.

Kentucky
The Network received a Department of Education coalition grant and convened a Center coalition training event. It also launched its Web page.

Michigan
The Network convened a statewide regional meeting and published eight issues of its newsletter. It focused on reorganizing and revitalizing its statewide coalition with a regional focus and pursued developing a regional Network Web site.

Nebraska/North Dakota/South Dakota
The Network convened a regional conference with a focus on social norms and developing statewide coalitions.

North Carolina/South Carolina
The Network convened a regional meeting at Davidson College in Davidson, N.C., that attracted 14 representatives from 12 institutions of higher education. It also arranged a regional teleconference at The University of North Carolina, Wilmington.

(Continued on next page)

New Network Web Pages

Regional coordinators have been developing Web sites to support collaborations and their regional activities, such as meetings, and conferences. To visit these sites, go to the Higher Education Center's site at http://www.edc.org/hec and click on "The Network," then on "Regions." From there, follow the prompts to specific regions to find out about current events and other information.

We welcome new Network members

- Berea College, Berea, Ky.
- Briar Cliff College, Sioux City, Iowa
- Central Kentucky Technical College, Lexington, Ky.
- Coastal Carolina University, Conway, S.C.
- Goodwin College, East Hartford, Conn.
- Maysville Community College, Maysville, Ky.
- Montreat College, Montreat, N.C.
- Ohio Dominican College, Columbus, Ohio
- The Ohio State University, Columbus, Ohio
- St. John's University, Jamaica, N.Y.
- State University College of Technology at Delhi, Delhi, N.Y.
- Texas Tech University, Lubbock, Tex.
- University of the Sciences in Philadelphia, Philadelphia, Pa.
- Washington College, Chestertown, Md.
- West Kentucky Technical College, Paducah, Ky.

How to Join the Network

To join the Network, the president of your college or university must submit a letter indicating the institution's commitment to implement the Network's Standards on your campus. Please include the name, address, and phone number of the contact person for the institution. Mail or fax to the following address:

The Higher Education Center for Alcohol and Other Drug Prevention
Education Development Center, Inc.
55 Chapel Street
Newton, MA 02458-1060
Fax: (617) 928-1537

The Network is committed to helping member institutions promote a healthy campus environment by decreasing alcohol and other drug abuse.

(Continued from page 9)

News from the Regions

Ohio

The Network organized a student leadership initiative workshop, community policing training, and policy forum training. Ten Network member institutions received mini-grants to address community policing strategies. The Network also distributed newsletters to Network schools.

Pennsylvania

The region and the Pennsylvania Liquor Control Board (PLCB) have forged a relationship to further the agenda of each organization in the coming years. This relationship was visible at the U.S. Department of Education's 14th Annual National Meeting in October 2000 in Pittsburgh, which was cosponsored by the PLCB. Also, the regional coordinator participates in a statewide coalition addressing alcohol, high-risk alcohol use, and collegiate life.

Puerto Rico/Virgin Islands

Some 350 people attended the Network's 10th Annual Conference in November 1999 in San Juan. The Network also hosted a Higher Education Center team training for 50 participants from a number of campuses.

Texas

The Network participated in a peer education conference at Texas A&M, Kingsville, and had an article on using social norms marketing campaigns published in the newsletter of the Texas Association of College and University Student Personnel Administrators. Also, the regional coordinator joined the statewide coalition to prevent underage drinking.

Georgia Network's Outstanding Service Award

The Georgia Network honored Carole Middlebrooks with its first Outstanding Service Award while celebrating the 10th anniversary of the Georgia Network Training Institute in February. Middlebrooks has chaired the Georgia Network—which now has 33 institutions of higher education as members—since its inception.

Cited for her leadership in developing the Georgia Network as a statewide coalition, Middlebrooks has attracted resources over the past decade from the Regents of the University of Georgia system, the state's Mothers Against Drunk Driving chapter, the state's traffic safety office, and the U.S. Department of Education. In addition,

Middlebrooks heads the state Network's steering committee, which meets monthly to address AOD prevention issues. She also is chair of the national Network's executive committee and coordinator for the AOD program at the University of Georgia, Athens.

Three New Regional Coordinators

The Network welcomes three new regional coordinators: Jo Ann Autry (Arizona/Nevada/Utah), Brian Light (Kansas/Missouri/Oklahoma), and Julie Thompson (Iowa/Minnesota/Wisconsin).

Autry has been the director of the Student Wellness Center at Utah State University in Logan since 1987 and a member of the Utah State Substance Abuse Prevention consortia since it began in 1990.

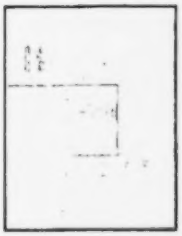
Light is the program coordinator for the Partners in Prevention State AOD Prevention Coalition at the University of Missouri, Columbia. Light received both his bachelor of arts and master of arts from the University of Missouri, Columbia, and has worked in student wellness and AOD prevention on that campus since 1994. He is the past Missouri state coordinator for BACCHUS.

Thompson has been the coordinator of the Sexual and Substance Abuse Education and Prevention programs at the University of Northern Iowa, Cedar Falls, since 1992 and has served as a Center Associate for three years.

Publications

How to Obtain Our Publications

The Center has more than 70 publications ranging from fact sheets and newsletters to bulletins and guides. Most of our publications are downloadable from our Web site: http://www.edc.org/hec. Check our Web site also for training opportunities, news, and links. Or call us at (800) 676-1730.



Building Long-Term Support for Alcohol and Other Drug Prevention Programs

by William DeJong and Laurie Davidson

Section 1, "Building a Program for Long-Term Survival," explains why early planning should focus on collaboration within the campus community, a strong commitment from senior institutional administrators, an established long-range plan, objectives tied to the campus mission, networking outside the campus community, a system of program accountability, and the strategic use of public relations.

Section 2, "Identifying Alternative Sources of Funding," discusses several components of successful grant-writing, including developing a clear program concept, thinking like a marketer, working in partnership with the development office, identifying state and federal sources of prevention funding, and locating sources of information and assistance. Web sites for resources described in the publication can be accessed through links on the Center's site at http://www.edc.org/hec.

(This publication includes some material originally published in 1995 as part of *Institutionalizing Alcohol and Other Drug Prevention Programs*.)
15 pp. Code # 202 2000

Rites of Spring: Exploring Strategies for System Change: A White Paper Prepared for DRUGS DON'T WORK!, The Governor's Prevention Partnership

by the Silver Gate Group

In October 1998, representatives from nine colleges and universities gathered in conjunction with the U.S. Department of Education's National Meeting for Alcohol, Other Drug, and Violence Prevention in Crystal City, Va., to discuss student alcohol use and high-profile, alcohol-fueled disturbances.

Each campus had experienced at least one of these disturbing incidents, which were often associated with binge drinking during spring weekend celebrations. These incidents had focused public attention on both the campuses and their surrounding communities.

DRUGS DON'T WORK!, The Governor's Prevention Partnership; the University of Connecticut; the University of Colorado, Boulder; the Chickering Group; and the Connecticut Coalition to Stop Underage Drinking convened teams of more than 40 campus professionals and students from the nine campuses to network, exchange ideas, and learn through a facilitated information-gathering and planning process.

Rites of Spring: Exploring Strategies for Change, the report from that meeting, describes responses to student disruptions, examines how to avoid them, and recommends ways to reduce the problem. The following recommendations were repeated often by participants in the forum and appear to show the greatest promise for reducing AOD problems:

- Focus on environmental change to discourage high-risk alcohol use and encourage healthy lifestyles. Through policies and programs, campuses can change their academic and social environments, which will shift the norm away from high-risk alcohol use and destructive behaviors.
- Create campus and community coalitions to increase communication and collaboration. Student alcohol use problems do not exist in isolation. Effective solutions require campuses and their surrounding communities to work together to both reduce problems and improve relationships between colleges, students, and community members. Coalitions open important lines of communication.
- Demonstrate presidential leadership to underscore the commitment of the campus to reducing AOD problems. High-level involvement in prevention sends an important message to students and community members, signifying an institutional commitment to change.

The report is available online through the Higher Education Center at http://www.edc.org/hec.

A Practical Guide to Alcohol Abuse Prevention: A Campus Case Study in Implementing Social Norms and Environmental Management Approaches

by Koreen Johannessen, Carolyn Collins, Beverly Mills-Novoa, and Peggy Glider

This well-designed guide from the University of Arizona (UA) describes a four-year project that decreased heavy drinking at that campus by 29.2 percent. The guide reviews the theories behind the approach, the application of social norms and environmental management approaches at UA, outcome measurement, the cost of UA's print media social norms campaign, factors that sustain efforts over time, and challenges to the field. It also lists practical steps to develop a social norms media campaign, including the selection of a format, placement, and design; production of pilot ads (what worked and what didn't); the use of marketing tests; and the implementation of the campaign.
38 pp. Code # 909 1999

Our Mission

The mission of the Higher Education Center for Alcohol and Other Drug Prevention is to assist institutions of higher education in developing alcohol and other drug prevention policies and programs that will foster students' academic and social development and promote campus and community safety.

Get in Touch

The Higher Education Center for Alcohol and Other Drug Prevention
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55 Chapel Street
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How We Can Help

- Training and professional development activities.
- Resources, referrals, and consultations.
- Publication and dissemination of prevention materials.
- Support for the Network of Colleges and Universities Committed to the Elimination of Drug and Alcohol Abuse.
- Assessment, evaluation, and analysis activities.

This project has been funded at least in part with federal funds from the U.S. Department of Education under contract number ED-99-CO-0094. The content of this publication does not necessarily reflect the views or policies of the U.S. Department of Education nor does mention of trade names, commercial products, or organizations imply endorsement by the U.S. Government.

Higher Education Center Training Opportunities

The Center's two-day Team Training event brings together teams from institutions of higher education and their local communities to address AOD issues on their campus. Team members represent key campus and community systems such as AOD coordinators, senior administrators, faculty, other student service personnel, athletes, public safety and security personnel, student leaders, community representatives, and others. The training provides an opportunity for teams to develop coalition-based action plans. Call the Center to participate. *The following dates and locations are tentative. Please check our Web site for up-to-date information.*

Upcoming Team Trainings

Feb. 13, 2001 • Santa Clara, Calif.
Feb. 22, 2001 • Mount Pleasant, Mich.
Feb. 28, 2001 • Castene, Maine
May 2001 • Ark.

Catalyst is a publication of the Higher Education Center for Alcohol and Other Drug Prevention.

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CATALYST

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Campuses and the Club Drug Ecstasy

by Amy Powell

Although alcohol is the drug that college students use most frequently and in greatest quantity, use of a new club drug called ecstasy has grown significantly in the last few years among young people, including college students. Despite a reputation as a harmless pleasure enhancer, ecstasy is responsible for a range of adverse consequences among users and is causing concern at colleges and universities—as well as within communities—across the country.

What Is Ecstasy?

Ecstasy is one of the names used to refer to the chemical structure 3-4 methylenedioxymethamphetamine. This synthetic, psychoactive substance is also known as methaline dioximethamphetamine (MDMA); street names are adam, XTC, bean, roll, E, M, X, doves, rave energy, cloud nine, and the hug drug. Its chemical composition is similar to mescaline and methamphetamine, two synthetic drugs known to cause brain damage.

Ecstasy is usually taken in pills or capsules, although it is occasionally used in powder form. Most varieties are stamped with a distinguishing logo, such as a green triangle or a brand name. In the United States, ecstasy generally sells for about $20 to $30 per pill.

Along with gamma hydroxybutyrate (GHB) and rohypnol, ecstasy is frequently called a "club drug." This categorization comes from its widespread use at clubs, concerts, and raves—large, all-night dance parties. Young people use ecstasy in these settings to experience the euphoria and the energetic feeling that the drug can provide, seeming to enhance their ability to dance, socialize, and stay awake for extended periods of time.

How Prevalent Is Ecstasy?

The actual number of students using ecstasy and other club drugs remains relatively low. However, recent surveys indicate that use is, in fact, increasing. According to surveys from the Core Institute,[1] the number of college and university students reporting use of designer drugs at least once in the previous 30 days rose from 1.4 percent in 1998 to 2.4 percent in 1999. Additionally, the 1998 National Household Survey on Drug Abuse[2] indicates that the heaviest ecstasy use is among young adults of traditional college age (18 to 25 years old), with 5 percent using the drug at least once in their lifetime.

Campuses face the possibility that more incoming students will have already experimented with ecstasy. According to the 2000 Monitoring the Future Survey,[3] the numbers of middle and high school students using the drug remain low, but are increasing, as follows:

- Eighth graders reporting ecstasy use in the past year rose from 1.7 percent in 1999 to 3.1 percent in 2000.
- Tenth graders reported a slight increase in past-year use of the drug, moving from 4.4 percent in 1999 to 5.4 percent in 2000.
- Past-year use among 12th graders rose from 5.6 percent in 1999 to 8.2 percent in 2000.

Ecstasy also appears to be becoming more available. From 1993 to 1999, seizures of ecstasy tablets submitted to the Drug Enforcement Administration (DEA) by various law enforcement agencies rose from 196 to 143,600. According to the DEA, this increase suggests that a greater quantity of the drug is now coming into the United States, making it easier for potential users to obtain. This influx of ecstasy poses new challenges to law enforcement. Unlike some other popular drugs, ecstasy and its derivatives are not easily manufactured in makeshift labs. The DEA estimates that 80 percent of ecstasy is produced in sophisticated, clandestine labs in the Netherlands. U.S. enforcement agencies at the national, state, and local levels are, therefore, working to expand their attention and operations to take into account this relatively new source.

(Continued on next page)

(Continued from page 1)

Campuses and the Club Drug Ecstasy

Consequences of Ecstasy Use

People who have taken ecstasy and professionals encountering those under its influence (e.g., medical personnel, law enforcement agents, counselors) report an array of possible effects from the drug, such as enhanced self-confidence, energy bursts, disinhibition, confusion, depression, sleep problems, hallucinations, drug craving, severe anxiety, paranoia, muscle tension, increased heart rate, increased blood pressure, increased body temperature, dehydration, involuntary teeth clenching, nausea, blurred vision, rapid eye movement, faintness, chills, and sweating.

In addition, a small number of deaths has been reported among ecstasy users. It is unclear, however, whether these deaths were the direct result of taking ecstasy or are attributable to other factors. That is because users often take ecstasy in conjunction with alcohol or other drugs while dancing in overheated venues, a combination that can lead to a range of adverse consequences.

Research continues to focus on the potential long-term consequences of ecstasy use. A recent study[4] found that exposure to MDMA in laboratory animals caused brain damage that was present six to seven years after testing; the parts of the brain affected were those critical to thought and memory. Another preliminary study[5] suggests that human use of ecstasy as a recreational drug may be related to elevated impulsivity.

Other problems with ecstasy are related to adulteration, with enforcement agencies and antidrug groups reporting that ecstasy that has been laced with a variety of additives poses additional risks for users. Such additives include amphetamines, Valium, caffeine, and dextromethorphan (DM), an ingredient in many over-the-counter cough suppressants. In addition, ketamine, ephedrine, and other substances are commonly peddled as ecstasy. Thus ecstasy users may unknowingly ingest other potentially harmful substances.

In order to determine what pills purchased by club-goers as ecstasy actually contain, groups such as DanceSafe (http://www.dancesafe.org) test pills on-site at raves and clubs to identify ingredients—including adulterants. But some people oppose the testing, saying that it condones illicit drug substances. Test advocates say that tests reduce the risk of young people ingesting unknown substances that could prove harmful or even fatal.

Strategies for Institutions of Higher Education

Although the number of students involved with ecstasy is relatively low, the recent increase in use challenges colleges and universities to include ecstasy in their prevention and enforcement efforts. The following are some strategies that are consistent with an environmental management approach on campuses:

- Survey students to determine the prevalence of ecstasy and other club drugs on campus and tailor social norms marketing campaigns to address ecstasy if it emerges as an issue of concern.
- Work with campus and community coalitions to address the availability and use of ecstasy at the institution and in the surrounding community.
- Be aware of flyers, Web sites, and other material advertising clubs and raves where ecstasy may be present and its use encouraged or tolerated.
- Attend rave events to become familiar with settings, related activities, and who is attending them.
- Work with local law enforcement to stay current with trends related to ecstasy's prevalence in the area.
- Use alternative events to simulate the club and rave atmospheres that are so appealing to students.
- Incorporate rave-type activities into alcohol- and drug-free events.
- Revise campus alcohol and other drug policies as necessary to include club drugs specifically—and enforce those policies.
- Communicate campus alcohol and other drug policies clearly and frequently to the community, including the possible consequences for violations.

Efforts are under way to raise awareness and to learn more about the prevalence, effects, and potential dangers of this drug among youth, college and university students, and the adults working and living with them. For example, the Office of National Drug Control Policy (ONDCP) offers a Web site (http://www.freevibe.com) to educate and encourage discussion about ecstasy and other club drugs. In addition, the National Institute on Drug Abuse (NIDA) has committed a total of $54 million toward research about club drugs, their effects, and effective strategies for curbing use.

Notes

[1] Core Institute. "1999 Statistics on Alcohol and Other Drug Use on American Campuses." http://www.siu.edu/departments/coreinst/public_html/recent.html.

[2] Department of Health and Human Services, Substance Abuse and Mental Health Services Administration (DHHS/SAMHSA). "1998 National Household Survey on Drug Abuse" (Washington, D.C.: DHHS/SAMHSA, 1999).

[3] L. D. Johnston, P. M. O'Malley, and J. G. Bachman. "The Monitoring the Future National Survey Results on Adolescent Drug Use: Overview of Key Findings, 2000 (NIH Publication No. 01-4923) (Rockville, Md.: National Institute on Drug Abuse, 2001).

[4] National Institute on Drug Abuse, National Institutes of Health (NIDA/NIH). "Infofax—MDMA (Ecstasy) 13547." http://165.112.78.61/Infofax/ecstasy.html.

[5] M. J. Morgan. "Recreational Use of 'Ecstasy' (MDMA) Is Associated with Elevated Impulsivity," Neuropsychopharmacology 19, no. 4 (October 16, 1998): 252–64.

Amy Powell is a freelance writer based in Washington, D.C.

Editor's Note: A fact sheet on ecstasy developed by the Higher Education Center is available online at http://www.edc.org/hec.

Save These Dates!

The U.S. Department of Education's
15th Annual National Meeting on
Alcohol, Other Drug, and Violence Prevention in Higher Education
Thursday–Sunday, November 8–11, 2001
Marriott Crystal Gateway Hotel
Arlington, Virginia (National Capital Area)
For more information, visit the National Meeting page on the Center's Web site at http://www.edc.org/hec.

Understanding the Jeanne Clery Disclosure Act

by Joel C. Epstein

In the aftermath of the death of Jeanne Clery, a 19-year-old Lehigh University freshman who was assaulted and murdered in her dorm room in April 1986, her parents began lobbying state lawmakers for statutes requiring colleges to publicize their crime statistics. In May 1988, Pennsylvania Governor Robert Casey signed the first such bill, mandating that all state colleges and universities publish three years' worth of campus crime statistics. President George Bush signed a similar federal bill, the Student Right-To-Know and Campus Security Act, into law on November 8, 1990. The 1998 amendments to the law formally renamed the act in memory of Clery.

The Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act is a federal law that requires colleges and universities to disclose information about crime on and around their campuses. The requirements of the Clery Act are straightforward. Colleges and universities must perform the following:

1. Publish and distribute an annual campus security report by October 1 of each year. This report should provide on- and off-campus crime statistics for the prior three years, policy statements, campus crime prevention program descriptions, and procedures to be followed in the investigation and prosecution of alleged sex offenses.
2. By October 1 of each year, distribute to all current students and employees a copy of the annual security report, or a notice including a brief description of the report's contents that announces the report's availability on the Internet, the exact electronic address for the report, and a statement on how to obtain a paper copy if desired.
3. Inform prospective students and employees about the existence of the campus security report and how to access it on the Internet or request a paper copy.
4. Provide timely notice to the campus community of crimes considered threats to the public safety.
5. Maintain a public log of all crimes reported to the institution's campus police or security departments, if any.

The U.S. Department of Education is charged with enforcing the Clery Act and may level civil penalties, up to $25,000 per violation, against institutions of higher education or may suspend those in violation from participating in federal student financial aid programs.

What Is a "Reported" Crime?

According to the Clery Act, a crime is "reported" when a victim or witness brings it to the attention of the local police or a campus security authority. A crime report does not have to be made to, or be investigated by, the police or a security officer, nor must a finding of guilt or criminal responsibility be made.

Debate rages, however, over what is meant by "on campus." A good operative definition for "on campus" is property within a reasonably contiguous geographic area of the college or university that is owned by the institution but

- is controlled by another person or institution
- is frequently used by students or supports institutional purposes, such as a restaurant or retail business frequented by students

Crimes that occur in student residence halls, apartments, and houses operated by officially recognized student groups are considered "on campus" crimes, and crimes that occur on all public property that passes through or is adjacent to campus must be reported in a separate "public property" category. This important provision of the act means that crimes committed on any thoroughfares, streets, sidewalks, or parking facilities that are within the campus, or immediately adjacent to and accessible from the campus, must be counted as campus crimes.

If a college or university is in doubt about whether a crime has been reported or whether the crime occurred "on campus," the institution should defer to the judgment of recognized law enforcement professionals.

Compliance and Prevention

Compliance with the Clery Act is far more than just a data collection exercise. It really is intended that campuses use the information to better understand crime and violence at and around their institutions. The information collected can inform prevention efforts and lead to policy changes that will enable colleges and universities to improve their responses to campus community crime and violence generally. It also is important consumer information to families and students in the process of selecting a college or university.

(Continued on next page)

Reportable Crimes

Under the Clery Act, colleges and universities are required to report crimes in the following categories:

- Criminal homicide:
  - Murder and nonnegligent manslaughter
  - Negligent manslaughter
- Sex offenses: forcible
- Sex offenses: nonforcible
- Robbery
- Aggravated assault
- Burglary
- Arson
- Motor vehicle theft
- Arrest and/or disciplinary referrals for
  - Liquor-law violations
  - Drug-law violations
  - Illegal weapons possession

Complying with the Clery Act on One Campus

Like most colleges, Lewis & Clark College in Portland, Oregon, is concerned about the safety and welfare of all campus members and visitors and is committed to promoting a safe and secure campus environment. It has, therefore, developed a series of policies and procedures designed to ensure that every possible precaution is taken to protect the campus community. But the college has not stopped there. Lewis & Clark recently hired the nonprofit National Center for Higher Education Risk Management (NCHERM) to conduct an off-site audit of its Clery Act compliance. While acknowledging that NCHERM's assessment is not a legal guarantee that the college is in compliance with the act—a responsibility of the U.S. Department of Education—Lewis & Clark's use of this independent organization reflects its commitment to ensure policy quality and effectiveness for promoting campus safety.

Responsibility for Complying with the Clery Act

Typically, a college or university's office of campus safety is charged with collecting and maintaining Clery Act information. The campus safety office, or college police department, generally reports to a vice president or provost of the college or university. Ideally, campus safety personnel work closely with all other college departments to ensure that safety policy and procedures are uniformly executed and pubicized in a manner consistent with local and state law.

At Lewis & Clark, campus safety officers are responsible for a full range of safety services to the college community, including investigating all crime reports, handling medical and fire emergencies and traffic crashes, and enforcing all campus policies relating to alcohol and other drug use and weapons possession.

Crime Prevention Programs

Lewis & Clark College's Office of Campus Safety works closely with the Office of Residence Life to provide an up-to-date and meaningful presentation to the resident community about crime on campus. At least once an academic year, campus safety officers make a presentation at each residence hall on rape, theft, personal safety, and the importance of not compromising the security of residence halls. Monthly analyses of all crime on campus and safety presentations to people living in areas that have high-crime reports are examples of the Clery Act's legislative intent in action.

When crimes occur on campus, faculty, staff, and students are informed of the number and type of crimes. This information is published in the student-run newspaper—the *Pioneer Log*—and on the Campus Safety Web site so that individuals can take precautions and avoid becoming crime victims.

Campus safety officers submit incident reports on all crimes on campus reported to the department. These incident reports are in turn filed with the Portland Police Bureau and automatically become part of its record-keeping process.

Keeping the campus safe can take many forms. In response to data suggesting that one area of the campus was prone to higher levels of crime, Lewis & Clark discovered that in one area landscaping might have been causing a safety hazard by impeding lighting of the area at night. Cutting back the shrubbery in this area appears to have helped reduce crime and the perception of danger there.

The full Crime Awareness and Campus Security Act for Lewis & Clark College is posted on the Web at http://www.lclark.edu/~safety/clery.html.

(Continued from page 3)

Understanding the Jeanne Clery Disclosure Act

Since no campus security or police department is big enough to do the job alone, promoting campus safety requires the involvement and cooperation of students, faculty, and staff. For example, students can help make the campus a safer place by assuming responsibility for their own safety and by looking out for their friends and other classmates. Campus officials can organize safe-ride and campus-escort services at night and ensure that doors to residence halls are secure. And those students who drink alcoholic beverages can protect themselves by never accepting an open container at a party or in other social settings.

In addition, by conducting frequent campus safety audits—including walks around the campus by trained crime prevention specialists—colleges and universities can identify areas of the campus that may require enhanced lighting at night or physical redesign to reduce the risk of pedestrians becoming crime victims.

A number of campus security Web resources are available to assist campuses both understand the requirements of the Clery Act and make their environments safer for students, faculty, staff, and community members. Here are some of those resources:

- The Council on Law in Higher Education (CLHE), a nonprofit, independent educational organization dedicated to identifying and explaining important legal issues to the higher education community and policymakers: http://www.clhe.org/issues/security.htm.
- The International Association of Campus Law Enforcement Administrators, established to advance public safety for educational institutions by providing educational resources, advocacy, and professional development: http://www.iaclea.org.
- Security On Campus, Inc., "Jeanne Clery Act Information Page," committed to maintaining the most comprehensive resource on this law: http://campussafety.org/publicpolicy/cleryact/index.html.
- U.S. Department of Education Office of Postsecondary Education campus security page: http://www.ed.gov/offices/OPE/PPI/security.html.

Joel C. Epstein, J.D., is the former director for special projects for the Higher Education Center for Alcohol and Other Drug Prevention.

What's Up with the Grantees?

For the 1999 Department of Education's Safe and Drug-Free Schools grant, applicants were asked to focus proposals on mobilizing new or existing state or regional coalitions to create broad environmental change. The department funded eight programs. In addition, one 1998 grantee—Eastern Illinois University—was funded to develop a regional initiative to support the formation of campus and community coalitions that would work on environmental change.

Here are brief descriptions of what the 1999 grantees have been able to accomplish so far:

Arizona Institutions of Higher Education Substance Abuse Prevention Consortium

Representatives from Arizona State University, Northern Arizona University, and the University of Arizona, in partnership with their community coalitions, form the Arizona Institutions of Higher Education Substance Abuse Prevention Consortium (AIHESAPC). AIHESAPC has established a statewide prevention initiative to address high-risk drinking on Arizona's campuses and encourage and support collaboration of campus and community alcohol and other drug (AOD) prevention partnerships.

Three university presidents have committed their support to the initiative, which is continuing to generate increasing support from city, county, and state officials. Sample activities implemented to date include quarterly publishing of state, local, and campus AOD policies in university newspapers; development and implementation of a tri-university alcohol social norms marketing campaign; development of minigrant programs to fund student-initiated, alcohol-free events on campus; development and implementation of programs to eliminate posting of bar and alcohol promotions on classroom corkboards; and production and distribution of a semiannual parents' newsletter addressing normative behavior, alcohol policies, and community expectations for behavioral standards related to alcohol use. Contact koreen@dakotacom.net for further information.

The Kentucky Project to Reduce High-Risk Drinking Among College Students

The three main parts of this grant are to develop or expand campus and community coalitions at 19 colleges to reduce high-risk drinking; to expand and strengthen the statewide coalition; and to reduce misperceptions, mixed messages, and similar barriers to the reduction of alcohol use. Morehead State University President Ronald G. Eaglin serves as project director, and presidential signatures are required on each campus commitment.

Each of the 19 institutions received a minigrant to assist in the implementation of the project. The project designed a statewide social norms marketing campaign template that was individualized for each institution. Baseline data are being collected using the Core Survey and CARA (*College Alcohol Risk Assessment Guide*). Additionally, a project evaluator will assess the coalition's progress through telephone surveys and focus groups. See http://www.morehead-st.edu/projects/kan for further information.

Lincoln Medical Education Foundation: *"Flashing Your Brights" College Pilot*

A five-campus coalition in Lincoln, Nebraska, is implementing the "Flashing Your Brights" model—known as FLASH—as a high-risk drinking prevention strategy. FLASH refers to a way of acting on someone else's problems without taking responsibility for them, such as when drivers flash their headlights at oncoming motorists to warn them that their lights are not on. In FLASH, peers learn five simple communication tools for very brief interventions based on a Flashing Your Brights analogy. For example, FLASH communication tool number one, "Say What You See," encourages students to report nonjudgmentally on observed behavior—a student might say to a friend "You don't remember, but last night after drinking 10 beers you picked a fight with me and hit me when I wouldn't fight." In the past year, coalition members have developed methods of peer-led education, curriculum infusion, and social marketing to reach students with FLASH tools. See http://www.flashbrights.com for further information.

Ohio College Initiative to Reduce High Risk Drinking

The Ohio College Initiative to Reduce High Risk Drinking grew from 19 colleges in 1996 to 38 in 2000. The statewide partnership consists of the "Ohio 38," three state agencies, and Ohio Parents for Drug Free Youth, which also directs the initiative and acts as its facilitator. Ohio Parents arranges training, promotes communication and collaboration, provides technical support, and conducts program evaluation.

The Ohio College Initiative aims to strengthen the ability of coalitions to effect policy change, increase the sustainability of coalitions, and change student perceptions about alcohol problems. Campuses are conducting case studies to identify and document environmental factors that contribute to problems and are amenable to preventive changes. The initiative has begun media activities and is investigating how to influence policy and interagency collaboration at the state level. Contact pharmon@ohioparents.org for further information.

Partners in Prevention: A Coalition of Public Institutions of Higher Education in Missouri

The University of Missouri, Columbia, has established a statewide coalition, called Partners in Prevention, composed of 12 Missouri public institutions of higher education and relevant state agencies (the Division of Alcohol and Other Drug Abuse, the Department of Liquor Control, and the Division of Highway Safety). Members work together to develop strategies for reducing and preventing high-risk drinking among Missouri's college students. The coalition encourages and nurtures collaboration among the colleges and state agencies and creates

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PRESIDENTIAL PROFILES

David P. Roselle: The Univers

David P. Roselle took office as the 25th president of the University of Delaware on May 1, 1990. Roselle is a graduate of West Chester University and Duke University, and he holds a Ph.D. in mathematics. Roselle's professional activities include membership in the Mathematical Association of America, which he has served in many capacities. He was secretary from 1975 to 1984 and also served as associate editor of the American Mathematical Monthly. *Additionally, he is a member of the National Council of Teachers of Mathematics, the Society for Industrial and Applied Mathematics, and the American Mathematical Society. He referees for several journals as well as for* Mathematical Reviews.

Q: Since 1996, the University of Delaware has been one of the 10 colleges funded by Robert Wood Johnson Foundation's A Matter of Degree program to address high-risk and underage drinking by college students. What activities have occurred since then?

A: We are now three and a half years into the project. One of our jobs is to keep people at the university safe. With regard to alcohol use, we have made policy changes, increased enforcement, and made sure that students are aware of the consequences of abusing alcohol and violating policies. We have not distanced ourselves from the problem.

For example, we started parental notification before Congress expressly allowed it. The prospect of having to tell parents about a tragedy involving their child, when we knew the student displayed problem behaviors that we did not tell them about, made us decide that parental notification was a good idea.

We have a "three strikes and you're out" program. When students commit a third alcohol offense, they are suspended. We revamped the campus judicial system to provide more support for our resident assistants and faster turnaround on judicial cases. Resident assistants told us that the delay between a violation of the rules and punishment was not helpful. We levy fines on students who are in our judicial system for alcohol offenses.

Our five-star rating system for Greek organizations judges them against the principles they say they have. The leadership goals and aspirations of Greek organizations are impressive, and if they adhere to them they rate five stars and can hold their rush whenever they want. Fewer stars limit the amount of rushing they can do. Those that rate two or fewer stars are not permitted to take in any new members.

We enforce a tailgating policy at football games, which has been an interesting experience because tailgating has quite a tradition at Delaware. We increased financial and other kinds of support for alcohol-free events. We raised awareness of indiviual rights so that students—and others—know that they don't have to put up with people's misbehavior just because they are drunk. We have added courses, such as research on alcohol, and increased the amount of prevention programming in residence halls.

Q: How have these changes been perceived by the campus community?

A: In general, the campus response has been positive, although there has been some confusion on the part of some students who complain that this effort is all about prohibition. We reassure them that it's really about behaving responsibly if they choose to drink. We are interested in promoting responsible behavior and consideration for fellow students, community members, and others. We want students to be concerned about their own safety and the quality of life of others.

Attendance at football games is one indicator that our efforts have been well received. Our policy calls for an end to tailgating when games begin. But in 1998, before we stepped up enforcement of that policy, we had 23 ambulance trips from the football stadium to the hospital for alcohol poisoning. In 1999, when we enforced our policy, there was none. Despite the fact that it was a fairly ordinary football team that year, we set the all-time record for attendance. I think that says that the campus community has accepted the changes.

Q: You have been able to bring together a wide range of constituencies in your efforts to focus on alcohol problems, including city leaders, law enforcement officials, students, faculty, parents, high school teachers, PTAs, and community members. How did you go about bringing these people together? What challenges did you encounter?

A: Our biggest asset was then-mayor Ron Gardner. For a number of years he convened the campus community subgroup for the National League of Cities. This group of mayors from towns with colleges or universities met periodically to discuss problems, so he was very knowledgeable about alcohol problems. I don't think we would be where we are today in terms of community relations without his insights and his constant, consistent, and productive involvement. He got the Newark police department involved. Much of the business community joined largely because the mayor urged them to do so. We've recently included many of the local secondary schools because we inherit a lot of the drinking problems from high school.

When we said that we were going to enforce the rules on campus, people in Newark were concerned that we were pushing our problems into the community. We worked hard to show that we wanted to work with the community to prevent problems, so the thinking changed to focus on the fact that alcohol problems are not limited to the campus but must be addressed by the entire community. Bar owners and

others have been coming up with ideas about what to do. Students came up with the idea of having bars offer free soft drinks to a designated driver for a group of others who choose to drink alcoholic beverages.

Q: What other things has the coalition set in place to address the issue of collegiate alcohol and other drug problems?

A: Happy hours and alcohol advertising have been the subject of a great deal of talk. Even the student newspaper, which is a self-supporting enterprise, is having an internal conversation about whether it should continue to accept alcohol advertising. The paper is very protective of its independence and does accept alcohol advertising. We think that it shouldn't. That conversation is ongoing, and alcohol retailers are helping out somewhat by advertising less.

Q: Are you seeing results both on and off campus?

A: Yes. For example, self-reported levels of "binge drinking" have decreased. We have had a decrease in recidivism in the judicial system. I think about 80 percent of the alcohol offenders last year were first-time offenders. Vandalism in residence halls took a remarkable dip. The Greeks have higher grade point indices than ever before. There have been fewer alcohol-related arrests in town and on campus.

Q: What kind of policies and action would you like to see at the state level in order to address problems related to student alcohol use?

A: More controls on the alcohol supply at the local and state level would help us a lot. For example, keg registration laws would help. Now, if a big party occurs and flagrantly violates the rules, nobody knows where the keg came from—it was just there. We would like it to be registered so that we can know who purchased it. We'd like limits on discount pricing for over-the-bar and in-store sales. The amount students drink is related to the cost of what they are drinking.

Q: You've been vocal about the role of private industry in problems related to excessive drinking. How does private industry contribute to the problem and how would you like to see that role addressed?

A: College kids are our students so the perception can be that excessive drinking is our problem. But what the community has to be aware of is that those providing alcohol to students are from the community and not from the university. The alcohol industry strategy is to blame all the negative consequences of drinking on the consumers. The tobacco industry was very successful in doing the same thing until recently. The larger community has to be made aware that the supply of alcohol in Newark comes from private enterprises. Everyone needs to be better informed and concerned about how those enterprises can contribute to what I see as our mutual problems. The questions that need asking are: How do suppliers encourage the use of alcohol? How do laws enable the culture of heavy alcohol use to be sustained? What is the role of local and state governments? How well, in our case, is the Delaware Alcoholic Beverage Control Commission serving the interest of the public? Those are the questions we've raised, and we will continue to pursue them in the last year and a half of the Robert Wood Johnson program.

Q: You've also talked about changing the national college environment or culture in which college students drink. Can you tell us what you mean by this suggestion for change?

A: Anytime you set out to change culture, it's somewhat of a daunting task, particularly when research indicates that some of our students begin drinking well before college age, and even while they are in grade school. In tackling the problem, we have been careful to make it clear that our purpose is not prohibition but the promotion of responsible behavior. Our position has been that those who drink responsibly or not at all should not have to suffer the secondhand effects and actions of those who drink irresponsibly. The secondhand effects on our campus are known as "the three Vs": vomit, vandalism, and violence. We have been working to encourage our students to express their disapproval of such behavior when it adversely affects their lives and their community. I think that's how the cultural change will come. We have told students that if you have to clean up your roommate's vomit, that might be okay the first time but the second time it becomes tiresome, and the third time you should say, "This is not right. I'm not doing it. I'm trading you in for a different roommate." You're not married to your roommate.

Q: What do you think a college president can uniquely bring to bear upon the effort to stem student alcohol problems?

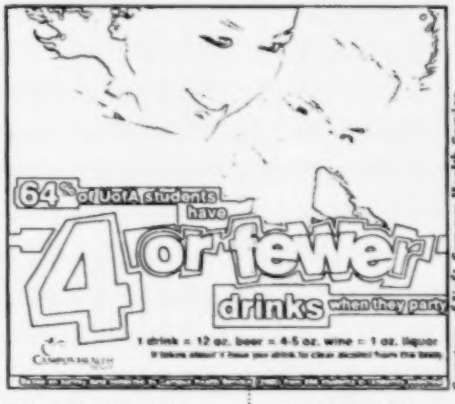
A: You state clearly that this is a high priority and encourage everybody to consider what role they might play in attacking it. Then you check to see what people are doing. I also think the outreach into the community is far easier if the university's top administrators are seen to back the initiative. In practical terms, the leader of an institution has to be willing to acknowledge that a problem exists and that it is in the best long-term interest of the institution to do something meaningful about it. It's easy to underestimate how that support might be challenged by others who might fear negative publicity and its effect on enrollment or support, monetary or otherwise. Some of my presidential colleagues know full well they have a drinking problem on their campus, but they don't want to admit it because they are worried about public relations. My sense is that public relations are handled best by making it clear to everyone that you are doing everything reasonably possible that you can to combat the problem. Then, if something bad happens, you can at least point to something that you were doing.

COMMENTARY

Reflections on Social Norms Marketing

by William DeJong

Social norms marketing has moved from being a pilot program at a handful of colleges and universities to a national sensation. Scores of institutions are replicating this prevention approach, which has drawn the recent attention of the *Chronicle of Higher Education*, *The New York Times*, and *The Wall Street Journal*. For U.S. institutions of higher education, having a social norms marketing campaign to reduce alcohol problems on campus is becoming the norm.



Courtesy of UofA Campus Health Service

Enthusiasm for social norms marketing is easy to understand. First, this approach conforms to our understanding of adolescent development. Young people's perceptions of social norms have a strong effect on their behavior, meaning that any misperceptions of these norms can drive behavior in a dangerous direction. In the case of alcohol consumption, research has shown that college students tend to believe there is more heavy drinking on campus than is actually the case. Social norms marketing seeks to drive down consumption by correcting that misperception and reducing the apparent normative pressure to drink heavily.

Second, people are beginning to understand that a social norms marketing campaign can help set the stage for building the popular support that is needed to bring about campus and community policy change. A well-executed campaign can make clear that there is a majority community of students that is concerned about campus safety and therefore supports stricter policies and consistent enforcement. Nationally, research has shown that the majority of students want a more aggressive approach to reducing alcohol-related problems, though the particular initiatives that are favored will vary from campus to campus.

Third, in a field that has few demonstrated successes, people pay attention to any evidence that a prevention strategy holds promise. The consistent pattern of findings reported by several campuses—years of relative stasis, followed by a social norms marketing campaign, reduced misperceptions of student drinking, and then an approximate 10 to 25 percent drop in the high-risk drinking rate—is impressive, especially in light of survey data showing relatively little change in consumption levels at the national level. More rigorous research is needed to put social norms marketing to the test, but the evidence to date has been encouraging.

No promising idea is without its critics, and social norms marketing is no exception. A major point of contention is that the alcohol industry has made a major investment in social norms marketing. Anheuser-Busch, for example, is now supporting a national media campaign by the National Association of State Universities and Land-Grant Colleges (NASULGC), while also underwriting several campus-specific efforts and a new institute at Northern Illinois University run by Michael Haines.

The alcohol industry, according to some critics, seeks to downplay the seriousness of campus alcohol problems, and social norms marketing provides a vehicle for doing that. This concern was heightened by a front-page story on social norms marketing in *The New York Times* summarized in its headline: "New Tactic on College Drinking: Play It Down." In addition, some critics say, these campaigns appear to condone, and perhaps even to normalize, underage drinking on campus, which serves the alcohol industry's economic interests.

In fact, the *Times* headline is misleading. Social norms marketing is not about downplaying the problem, but portraying it accurately. If most students on campus abstain or use alcohol in moderation, doesn't the campus community need to know that? If putting the emphasis on this good news can help build social pressure to avoid heavy drinking, shouldn't that be done? Using social norms marketing doesn't mean sweeping the problem under the rug. The problem is severe enough without exaggerating it. Every major social problem on campus is made worse by alcohol, and every college and university administrator knows it.

Do social marketing campaigns condone or normalize underage drinking? Consider a typical print advertisement for the University of Arizona's campaign, which has led to a sizeable reduction in heavy drinking according to student surveys. There is a photograph of smiling students, along with the following headline: "64% of UofA students have 4 or fewer drinks when they party." This message is a statement of fact about what most students are doing, not what they should do. Even so, does the advertisement imply that it's okay for all students, no matter what their age, to drink alcohol?

To understand what this advertisement actually communicates, we need to remember that college and university students of all ages already think that an even higher level of alcohol consumption is normative. Many University of Arizona students once believed that most students have 8, 9, 10, or more drinks when they socialize, not 4 or fewer, and this misperception incited heavy drinking. Hence, for underage students, the revelation of this message was not that other underage students drink, but that they drink so much less than students thought. By implication, the message censures heavier drinking as a socially unacceptable choice.

Will some students who abstain or are light drinkers be led by social norms marketing to drink

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Network
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...itted t... ...mination of Drug and Alcohol Abuse

Network Outstanding Service and Visionary Awards 2000

The Network of Colleges and Universities Committed to the Elimination of Drug and Alcohol Abuse conferred its second annual Outstanding Service and Visionary Awards at the U.S. Department of Education's Annual National Meeting on Alcohol, Other Drug, and Violence Prevention in Higher Education held in Pittsburgh in October 2000.

Michael Haines, coordinator of Health Enhancement Services at Northern Illinois University, received the 2000 Outstanding Service Award. Haines developed the first program aimed at addressing perceptions of campus drinking using social norms marketing techniques. In the 10 years since the program was instituted, Northern Illinois University reported a 44 percent reduction in heavy drinking. Haines is the author of *A Social Norms Approach to Preventing Binge Drinking at Colleges and Universities*, a publication of the Higher Education Center.

Michael Haines
Northern Illinois University

The Outstanding Service Award is given to a higher education professional who demonstrates the importance of and support for AOD prevention issues within the scope of his or her position. Those selected have made an outstanding contribution to prevention efforts in the higher education arena. Outstanding Service Award recipients

- display integrity, stature, accomplishment, leadership, and innovation on their campuses that is recognized by students, faculty, and staff
- have made significant contributions to the growth and development of AOD prevention strategies at an institution of higher education
- provide services beyond the expectations of the nominee's position on campus and in the community
- exhibit qualities and values consistent with the Network's mission

David Anderson, Ph.D., associate professor and director for the Center for the Advancement of Public Health at George Mason University, was the recipient of the Network's 2000 Visionary Award. Anderson has worked professionally in higher education for nearly 30 years. His research and projects have emphasized college students, school and community leaders, youth, program planners, and policymakers. Anderson coauthors two national surveys on college drug or alcohol prevention efforts: The College Alcohol Survey and The Drug and Alcohol Survey of Community, Junior, and Technical Colleges. He is codirector of the Promising Practices: Campus Alcohol Strategies project, which identifies exemplary alcohol abuse prevention strategies.

David Anderson
George Mason University

The Visionary Award recognizes individuals whose efforts resulted in AOD initiatives that extend beyond the scope of an individual campus. Awardees can work in any of a number of settings, including educational, legislative, or public or private organizational. Visionary Award recipients are individuals who

- have made significant contributions to the growth, development, and maintenance of AOD prevention strategies across higher education settings at the state, regional, and/or federal level
- are staunch advocates for campus and community collaboration who served as catalysts for changing the manner in which institutions of higher education and their communities address AOD prevention
- exhibit qualities and values consistent with the Network's mission

Nominations for the 2001 Visionary and Outstanding Service Awards are most welcome. Awards will be given at the U.S. Department of Education's Annual National Meeting on Alcohol, Other Drug, and Violence Prevention in Higher Education, which will be held Thursday–Sunday, November 8–11, 2001, at the Marriott Crystal Gateway Hotel, Arlington, Virginia. To submit a nomination, contact Iowa Network Regional Coordinator Julie A. Thompson, University of Northern Iowa, Wellness & Recreation Services, 101 H Wellness & Recreation Center, Cedar Falls, IA 50614-0201. Phone: (319) 273-2137; fax: (319) 273-7130; e-mail: Thompsonju@cobra.uni.

Regional Environmental Management Think Tanks in Pennsylvania

A collaboration between the Pennsylvania Regional Network and the Pennsylvania Liquor Control Board (PLCB) led to a series of think tanks convened to create an environment where people from across the state could explore environmental management strategies and brainstorm ways to reduce high-risk and underage drinking and implement programming strategies on their individual campuses.

Summaries of the think tank meetings are posted on a Web site created by Robert Chapman, Ph.D., Pennsylvania Network regional coordinator and coordinator of the Alcohol and Other Drug Program at La Salle University in Philadelphia. The site reflects the work of six meetings around the state and is dedicated to providing an overview of the solutions that were identified to address the problem of high-risk drinking. It also describes what the Pennsylvania Regional Network, the PLCB, and Pennsylvania Association of Colleges and Universities have been doing to increase familiarity with environmental management strategies. The results of the six regional think tanks on environmental management in Pennsylvania are included as "responses" to this topic, with each regional think tank report including the suggestions and questions raised.

Organizers of the think tanks took three steps to increase attendance. Two meetings were held in each of the three recognized regions of the state—a "northern and southern" site in each. Because Pennsylvania is such a large state, travel becomes a significant factor in determining whether to attend a workshop or conference, and so organizers convened six meetings, making travel to any particular site possible in one business day. Participants incurred no expenses to attend a meeting other than their time to travel to a site. In addition, the Pennsylvania Regional Network funded six $500 scholarships to the National Meeting in Pittsburgh in October 2000 as a door prize at each think tank meeting. The combination of steps taken to ensure participation worked. More than 300 people, from 66 campuses and 20 community and municipal organizations in Pennsylvania, discussed successes, questionable successes, and concerns for each of the five environmental strategies suggested by the Higher Education Center. The participants also developed recommendations to the state-level committee regarding each strategy from Pennsylvania colleges and universities.

The Amethyst Network is a Pennsylvania-based consortium of alcohol and other drug professionals working in higher education and dedicated to furthering the delivery of effective programming and counseling services to students, staff, and faculty in colleges and universities. Amethyst, as the group is known, grew out of the consortium of Pennsylvania-based colleges and universities that had received U.S. Department of Education Fund for the Improvement of Postsecondary Education (FIPSE) grants in the late 1980s and early 1990s.

"Sometimes, those who work providing these services feel like Don Quixote de La Mancha, a knight errant, ever challenging the windmills of the alcohol beverage industry and the misperceptions of the public as to the importance of drinking and the frequency in which it is pursued. But like Quixote, those dedicated to addressing the issues of alcohol and other drug abuse recognize that patience, persistence, and perseverance can yield mighty victories in the form of changes in individual attitudes, values, and beliefs," says Chapman.

The Network and PLCB have also been collaborating on the creation of an Internet portal that will enable all interested parties in the state to access "everything they ever wanted to know about AOD issues" via a convenient and interactive Web site. This resource will include, among other things, online consultation, a speakers' bureau listing of professionals who will speak or consult for expenses only, and an online archive of AOD policies for Pennsylvania campuses.

To learn more about the think tanks, visit http://www.lasalle.edu/~chapman/amethyst.htm. The site links to various resources as well as archives of reports from each of the think tanks.

Welcome New Network Members

- Augusta State University, Augusta, Ga.
- California State University, Fresno, Calif.
- California State University, Sacramento, Calif.
- California State University, San Marcos, Calif.
- ICPR Junior College, San Juan, P.R.
- North Georgia College & State University, Dahlonega, Ga.
- Rockhurst University, Kansas City, Mo.
- San Francisco State University, San Francisco, Calif.

How to Join the Network

To join the Network, the president of your college or university must submit a letter indicating the institution's commitment to implement the Network's Standards on your campus. Please include the name, address, and phone number of the contact person for the institution. Mail or fax to the following address:

The Higher Education Center for Alcohol and Other Drug Prevention
Education Development Center, Inc.
55 Chapel Street
Newton, MA 02458-1060
Fax: (617) 928-1537

The Network is committed to helping member institutions promote a healthy campus environment by decreasing alcohol and other drug abuse.

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What's Up with the Grantees

partnerships to bring about systemic change.

Partners in Prevention Coalition is establishing a communication network and ongoing training opportunities through monthly meetings/inservices, a two-day team training, a state conference, a newsletter, and Web resources. Evaluation efforts include an environmental assessment, needs assessments, establishment of baseline data of students' AOD usage patterns, measurement of the effectiveness of policy changes and program implementation over the grant period, and resources the campuses can access in order to create ongoing, creative, and effective prevention efforts that include a statewide social norms marketing campaign. Contact DudeK@missouri.edu for further information.

Pennsylvania Statewide Initiative to Reduce High-Risk Drinking Among College Students

The Pennsylvania Liquor Control Board (PLCB) is coordinating this project in partnership with the Pennsylvania Association of Colleges and Universities (PACU). Key stakeholders from a variety of state organizations, government agencies, and colleges and universities formed a committee that is working at the state level to support regional and local implementation of environmental strategies. During September 2000, the Pennsylvania Network of Colleges and Universities Committed to the Elimination of Drug and Alcohol Abuse, PACU, and the PLCB sponsored a series of regional workshops on environmental prevention for the reduction of high-risk drinking among college students (see page 10 of this *Catalyst* issue). The initiative is monitoring a legislative bill to provide for keg registration in the state. Activities to meet several of the short-term goals have begun, such as setting up a Web site for posting alcohol and parental notification policies for schools to review when implementing policy revisions and changes. See http://www.lcb.state.pa.us/edu/kids-college.asp for further information.

San Diego State University/Community AOD Prevention Partnership

As part of its effort to correct misperceptions of social norms regarding alcohol use and limit student access to alcohol and other drugs, San Diego State University (SDSU) developed a nine-campus and community coalition and a social marketing approach. The program uses social marketing techniques to establish positive social norms on campus. The marketing helps to create an environment in which high-risk drinking is less acceptable.

Through a collaboration of law enforcement personnel, prevention agencies, campus officials, bar owners, and others, the university has developed and implemented several environmental strategies. Fifty-five student representatives from on- and off-campus groups participate in the partnership and add student perspectives. The partnership has a special focus on server training in bars and restaurants in popular beach communities. See http://www.c-capp.org for further information.

Virginia's Commonwealth College Consortia

The Virginia Department of Alcoholic Beverage Control heads the Commonwealth College Consortia project. Participation in the project, which consists of four regional prevention consortia, is offered to all 72 colleges and universities (both public and private) and 23 community colleges in the Commonwealth of Virginia. Among the many accomplishments to date are a Web site (http://www.abc.state.va.us/Education/consortia/highered.htm), Core Survey administration by colleges, an annual spring training conference called '00 Social Norms Marketing, and bimonthly regional consortium meetings. The consortia project provides "drive-in" trainings on the use of focus groups, qualitative evaluation, statistical software, curriculum infusion, consortium building, environmental approaches, and the CIRCLe Network. It also organized a teleconference on "binge drinking," a peer education conference, and certification for peer educators. The evaluation design for the statewide project incorporates a blend of quantitative and qualitative approaches for understanding both the impact of the project's efforts and insights regarding future replication at the local level, throughout Virginia and in other state, regional, and campus settings.

(Continued from page 8)

Reflections on Social Norms Marketing

more than before? It's important to remember that these students, absent a social norms campaign, will also have an exaggerated view of how much drinking is going on around them. The misperception is pervasive. Nonetheless, in the face of this apparent normative pressure, these students still choose to abstain or drink lightly. It's implausible to think they would increase their drinking after learning there are fewer heavy drinkers than they had once thought.

Finally, social marketing campaigns need to be viewed in context, as part of a comprehensive approach to prevention. Campus and community officials have other means of clarifying for students that underage drinking is against the law. The key is stricter enforcement: undercover operations to catch retailers who sell to minors; parental notification when students break the rules; prosecution for using fake IDs or purchasing alcohol for minors. In essence, a social norms campaign, by making clear that students don't have to drink heavily to fit in, can serve to decrease normative pressure to break the law against underage drinking.

William DeJong, Ph.D., is the director of the Higher Education Center for Alcohol and Other Drug Prevention.

Editor's Note: For further information on social norms marketing, see the Higher Education Center's Web site at http://www.edc.org/hec.

Our Mission

The mission of the Higher Education Center for Alcohol and Other Drug Prevention is to assist institutions of higher education in developing alcohol and other drug prevention policies and programs that will foster students' academic and social development and promote campus and community safety.

Get in Touch

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How We Can Help

- Training and professional development activities.
- Resources, referrals, and consultations.
- Publication and dissemination of prevention materials.
- Support for the Network of Colleges and Universities Committed to the Elimination of Drug and Alcohol Abuse.
- Assessment, evaluation, and analysis activities.

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Higher Education Center Training Opportunities

The Center's two-day Team Training event brings together teams from institutions of higher education and their local communities to address AOD issues on their campus. Team members represent key campus and community systems such as AOD coordinators, senior administrators, faculty, other student service personnel, athletes, public safety and security personnel, student leaders, community representatives, and others. The training provides an opportunity for teams to develop coalition-based action plans. Call the Center to participate. *The following dates and locations are tentative. Please check our Web site for up-to-date information.*

Upcoming Team Trainings

Oct. 11, 2001 • Indianapolis, Ind.
Oct. 23–24, 2001 • N.C.
Nov. 21–22, 2001 • N.H.

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